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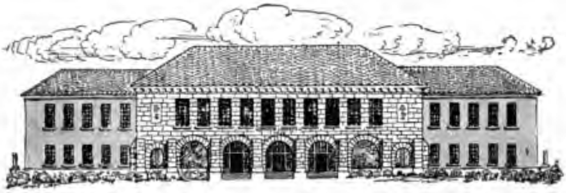

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ANNUAL REPORT

— OF THE —

Public Schools

— OF THE —

CITY OF OAKLAND

FOR THE YEAR ENDING JUNE 30, 1893.

PUBLISHED BY ORDER OF THE

BOARD OF EDUCATION.

OAKLAND:
JORDAN PRINTING CO., 1055 BROADWAY
1893.

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1893

CALENDAR

For the Year Ending June 30, 1894.

Regular Meetings of the Board of Education to be held on the Second and Fourth Mondays of each Month, as follows:

1893.

July 10th and 24th
August 14th and 18th
September 11th and 25th
October 9th and 23d
November 13th and 27th
December 11th and 25th

1894.

January 8th and 22d
February 12th and 26th
March 12th and 26th
April 9th and 23d
May 14th and 28th
June 11th and 25th

Fiscal Year begins July 1, 1893.
First Term begins Monday, July 24, 1893.
First term ends Friday, December 22, 1893.
Second Term begins Monday, January 8, 1894.
Second Term ends Friday, June 1, 1894.

VACATIONS.

Two weeks beginning Monday, December 25, 1893.
One week beginning Monday, March 19, 1894.
Seven weeks beginning Monday, June 4, 1894.

BOARD OF EDUCATION 1892-'93.

NEW BOARD—OFFICERS.

President	H. T. Smith
Superintendent and Secretary (*ex-officio*)	J. W. McClymonds
Assistant Superintendent and Secretary	J. A. Sands

Office of Superintendent and Board Rooms.

Rooms 3, 4 and 5, Second Floor, City Hall.

MEMBERS OF THE BOARD.

At Large	J. C. Rowell	2207 West Street
“	John Russ	728 Seventeenth “
“	J. C. Rued	1160 Eighth “
“	J. C. Plunkett	854½ Broadway
First Ward	E. E. Walcott	1782 Goss Street
Second Ward	F. R. Girard	1159 Broadway
Third Ward	H. T. Smith	617 Thirteenth Street
Fourth Ward	R. N. Getchell	753 Grove “
Fifth Ward	David Rutherford	1396 Harrison “
Sixth Ward	C. L. Ingler	839 “ “
Seventh Ward	J. W. Evans	304 E. Fourteenth “

STANDING COMMITTEES.

Rules and Regulations	Evans, Plunkett, Ingler
* Classification. Text Books and Course of Instruction	Walcott, Rutherford, Rowell
School Houses and Sites	Ingler, Getchell, Girard
Furniture, Supplies and Printing	Rutherford, Rued, Getchell
* High School	Girard, Rowell, Walcott
Evening Schools	Rowell, Walcott, Russ
Finance	Russ, Evans, Rued
Judiciary	Plunkett, Ingler, Rutherford
Industrial Education	Getchell, Russ, Plunkett
† Observatory	Rued, Girard, Evans

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* President and Superintendent *ex-officio* members.

† Superintendent *ex-officio* member.

BOARD OF EDUCATION.

OF OAKLAND, CAL.

1893–94.

J. W. Evans, *President*	304 East Fourteenth
J. W. McClymonds, *Supt. and Sec'y (ex-officio)*	477 Plymouth Ave
R. C. J. Adney, *Ass't Supt. and Sec'y*	666 Thirty-third
J. G. Chestnut (At Large)	Oakland Ave., Vernon Heights
J. H. Todd (At Large)	626 Fourteenth
J. C. Rued (At Large)	1160 Eighth
A. M. Rosborough (At Large)	1769 19th Ave.
C. H. Redington (1st Ward)	1668 Seward
F. R. Girard (2d Ward)	1159 Broadway
Chas. G. Reed (3d Ward)	1237 Filbert
T. F. Mock (4th Ward)	1373 Eighth
E. B. Clement (5th Ward)	1019 Oak
R. O. Whitehead (6th Ward)	203 Third
J. W. Evans (7th Ward)	304 East Fourteenth

STANDING COMMITTEES.

Rules and Regulations	Mock, Redington, Todd
**Classification, Text Books and Course of Instruction*	Todd, Whitehead, Mock
School Houses and Sites	Girard, Rosborough, Chestnut
Furniture, Supplies and Printing	Clement, Mock, Rosborough
High School	Redington, Todd, Clement
Evening School	Whitehead, Reed, Girard
Finance	Reed, Rued, Redington
Judiciary	Rosborough, Chestnut, Whitehead
Industrial Education	Rued, Clement, Reed
†*Observatory*	Chestnut, Rued, Girard

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* President and Superintendent *ex-officio* members.

† Superintendent *ex-officio* member.

To the Honorable the Board of Education
of the City of Oakland.

GENTLEMEN:—I have the honor to present my annual report as Secretary of the Board of Education and as Superintendent of Schools, for the fiscal year ending June 30, 1893. From time to time, I have reported to you matters of interest and matters needing immediate attention, so that you are already familiar with much that will here be presented.

COURSE OF STUDY.

Since my last report to you we have made quite a radical change in our Course of Study—a change that seems to be in the right direction.

The Course of Study now in use in our schools differs from the ordinary, in the latitude it gives the individual teacher, in the prominence it gives to the study of literature, and in the introduction of the study of Algebra and Geometry into the grammar grades.

Literature is made an important branch, and from information gained by observation and from many of the principals and teachers of the Department, I am certain that the time given to this study is profitably spent.

From the day the pupil enters school he is brought face to face with books suitable to his age.

The following is the requirements for the

FIRST GRADE—A AND B DIVISIONS.

Literature—(*b*) Not *less* than twenty minutes each day in periods of not more than *ten* minutes each to be used by the teacher in reading aloud from books suggested on pages 62 and 63 and accompanying plan in Miss M. E. Burt's "Literary Landmarks." Have the children talk about the stories read. Have the pupils themselves read the stories both silently and orally as soon as they are able. For additional books that may be used in this grade see list at end of third year.

SECOND GRADE—A AND B DIVISIONS.

Literature—(*b*) Not *less* than thirty minutes each day in periods of not more than *fifteen* minutes each to be used by the teacher in reading aloud from books suggested on pages 64 and 65 with accompanying plan in Miss Burt's "Literary Landmarks." Have the pupils talk about the stories read. Have the pupils read the stories both silently and orally as soon as they can. Use also list of books at end of Third Grade.

COURSE OF READING.

FIRST, SECOND AND THIRD GRADES.

Danish Fairy Legends	Hans Christian Andersen
What the Moon Saw	" " "
Stories and Tales	" " "
Alice in Wonderland	C. L. Dodgeson
Through the Looking.Glass	" "
Letters from a Cat	Helen Hunt Jackson
Frisk and his Flock	Mrs. D. P. Sanford
Pussy Tip-toes Family	" " "
The Bodley Books—7 vols.	Horace E. Scudder
Little Pussy Willow	Harriet Beecher Stowe
Water-Babies	Chas. Kingsley
At the Back of the North Wind	Geo. MacDonald
King of the Golden River	John Ruskin
Each and All	Jane Andrews
Seven Little Sisters	"
What Mr. Darwin saw in his Voyage Around the World	Darwin
Boys of other Countries	Bayard Taylor
Little People of Asia	Olive Thorne Miller
Popular German Tales	Grimm
Little Lord Fauntleroy	Burnett
Heroes of Agard (Norse Mythology)	Annie Keary
Adventures of Ulysses	Chas. Lamb
Stories of Greek History for the Little Ones	Miss Yonge
" Roman " " "	"
" English " " "	"
Stories Told to a Child	Jean Ingelow
Child's Book of Nature	Worthington Hooker

Overhead	Laura D. Nichols
Underfoot	“ “
First Lessons in Natural History	Mrs. Agassiz
Four Feet, Wings and Fins	Mrs. A. E. Maskell
Insect Life	Mrs. Julia P. Ballard
Butterfly Hunters	Helen S. Conant
Little Folks in Feathers and Furs	Olive Thorne Miller
Little Brothers of the Air	“ “
Queer Pets at Marcy's	“ “
Mr. Wind and Madame Rain	Paul de Musset
Madame How and Lady Why	
Adventures of a Brownie	Miss Muloch
The Story of Patsey	Kate Douglas Wiggin

Memorize any poems selected by the teacher.

So, throughout the entire course, special attention is being paid to this branch.

The study of Geometry and Algebra in the grammar grades is found to be entirely satisfactory.

Our Course of Study has received favorable mention in many of the educational journals, and we have received written requests for copies from many places.

The Course embraces a period of twelve years, five in the primary grades, four in the grammar grades and three in the High School.

Many of the brighter pupils complete the course in less than twelve years.

During the year I called your attention to what is known as the "Cambridge method of promotions." It seems to me to be the true method. This method recognizes the bright and intelligent pupil, and provides a plan whereby said pupil can be fairly treated. It is not right that a pupil who can do more work in a term than the average pupil should be retarded in his progress.

I trust that we shall be able to devise or adopt some plan during the year that will accomplish in our schools what I believe the "Cambridge plan" is doing for the schools of that city.

SCHOOL BUILDINGS.

We are to be congratulated on the increase of our school facilities soon to be completed. When I last submitted to you a report the following is what was said in regard to our school facilities:

"Much has been said and written about our school buildings during the past few years. No one is better acquainted than your Honorable Body with the following facts: That the accommoda' tions for our school children have not kept pace with the growth of the city; that today many of the rooms are overcrowded and that about one thousand children are obliged to attend school on the half-day plan or be shut out entirely; that some of the buildings are old and worn out and need to be replaced by new structures: that new buildings should be erected in the central, northern and eastern sections of our city. I say no one is more cognizant of these facts than you are, as your efforts to relieve the pressure inform us. I think we can see signs of the old shell breaking. During the past year a six-room addition to the Durant building was completed and a five_ room addition to the Garfield begun, which has since been finished, and grammar classes organized with provision made for full grammar and primary school as the community requires it.

The proposition for bonding the city for half a million dollars for school purposes is being favorably considered by the City Council and we hope when we make our next report to inform you of a stone and brick High School building in process of construction and the primary and grammar school facilities increased."

Four Hundred Thousand Dollars of bonds for school purposes have been issued and sold at .022 premium since my last report and work is now progressing on five new school buildings, all to be of brick and stone and when completed will give us additional room in the agregate equivlaent to eighty-four class rooms. Much care has been taken in the planning of these school buildings and I believe them to be well arranged as to light heat and ventilation.

The rooms are of uniform size 36′x28′ and in all cases the 36′ side is to the light and in most rooms to the east which in this climate is a thing much to be desired, The glass surface in most rooms being equal to one fifth of the floor area and being on one side only, affords sufficient and suitable light.

Nothing so far as I know has been omitted from these buildings that can add to the care and comfort of either pupils or teachers.

THE NEW HIGH SCHOOL BUILDING

The New High School Building is situated on the block of land bounded by Twelfth street on the north, Grove street on the west, Eleventh street on the south and Jefferson street on the east. The building is of brick and stone and consists of four stories besides the sub-basement. The basement is a ten foot story and includes nine school rooms for evening classes, a room 27x41 for department teacher's library, a lunch room 27x36 with kitchen and store room attached (the purpose being to furnish hot lunch to pupils at cost;) Janitors apartments and lavatories.

The first floor contains twelve class rooms 28x36, the principal's office, a reception parlor and lunch room for teachers.

Leading from the basement story to the top of the building are four wide stairways affording absolute safety to pupils.

The second floor contains ten school rooms 28x36, one assembly room 36x62, two recitation rooms each 20x20, and a library room 20x40.

The third or attic floor contains the physical and chemical laboratories, the drawing room and an assembly hall or gymnasium 54x84. The corridors of the building are 16 ft. wide and are well lighted. The space on the four floors is equivalent to forty eight class rooms 28x36 besides the corridors, library room, offices, etc.

Much attention has been given to the arrangement of the room, so that nearly all receive plenty of sunlight.

The building will cost when completed about $175,000

Louis S. Stone is the architect of the building.

The following are the contractors with the amount paid.

Remillard Brick Co. (brick and stone)	$67,750
F. L. Nansen (woodwork)	56,500
P. N. Kuss (painting)	3,780
Dolgiel & Moller (plumbing)	4,903
A. C. McFarish (plastering)	8,150
Jacob Pfeiffer (rough stone at 65 cts per cubic foot.	
The Western Heating and Ventilating Co. (heating and ventilating)	$10637

This amount does not include the cost of the heating and ventilating flues which were constructed under the brick contract. I am informed that the cost of the six flues amounts to $8600this with the $10637 gives the total cost of heating and ventilating to be $19237

THE RESULTS GUARANTEED.

First. That the said warming apparatus shall with proper care, warm the rooms and halls of the said building to not less than 70° Fahrenheit during the coldest weather.

Second. That each room shall be so uniformly warmed, that no two places in the same room, within five feet from the ceiling, shall show a difference of more than three degrees Fahrenheit.

Third. That if any room shall become overheated in cool weather, the same can be reduced to a comfortable temperature at the rate of five degrees for a period of every ten minutes, without opening doors, windows or transoms, or shutting off the supply of fresh air.

Fourth. That the said building can be warmed as heretofore stated, with not to exceed an average of one pound of coal for every 25,000 cubic feet of air delivered through warm air flues, and raised fifteen degrees of temperature for eight hours.

Fifth. To completely change the air in the school rooms often enough to provide at least forty cubic feet of fresh air per pupil per minute for not less than fifty pupils in each room without unpleasant currents of air upon occupants of room.

Sixth. That the carbon di-oxide in the air of the school rooms when closed and occupied by not to exceed fifty persons in each room, shall not exceed eight parts in 10,000 parts of air.

Seventh. That all apparatus, fixtures, and material furnished in accordance with these specifications, shall be of the best quality of their respective kinds, and all work required by the specification shall be done in a thorough and workmanlike manner.

If we succeed in obtaining the results guaranteed, expensive as is the system, the money is well expended.

THIRD WARD.

The Third Ward School Building situated on West street between 17th and 18th streets, is a two story, fourteen room building, constructed of brick and stone and will cost when completed about $68.000. Elmer E. Childs is the architect of the work.

The rooms are uniform in size, 28x36 and of the fourteen rooms nine face the east, two the south, two the south and west and one the west. It will be seen that the rooms are exceptionally well arranged and lighted.

The contractors for the work on this building are as follows:

California Bridge Co. (brick and stone)	$17,819
Leiter and Prugh (woodwork)	23,057
F. M. Farwell & Sons (painting)	1,498
Hogan and Cruz (plumbing)	5,075
Smith Bros (plastering)	2,165
Farwell Stone Co. (rough stone at 75 cts. per cubic foot.)	
The Western Heating and Ventilating Co. (heating and ventilating)	$4,723

The cost of the flues constructed under the brick contract is $2965 making the total cost of heating and ventilating the building, $7688

The results guaranteed are the same as in the High School Building.

SEVENTH WARD

The Seventh Ward School Building situated on the block of land bounded by 12th avenue, 18th street, 13th avenue and 19th street, is to be a two story brick and stone building of nine rooms, and will cost when completed, about $52,000. Howard Burns is the architect of the work.

The building is well planned, of the nine rooms eight face the east and one the west.

The contractors on the building are as follows:

California Bridge Co. (brick and stone)	$17,895
A. L. Campbell (woodwork)	17,027
Pollard and Bornewtz (painting)	814
Dalziel and Moller (plumbing)	5,102
Smith Bros (plastering)	1,795
Farwell Stone Co. (rough stone at 75 cts per cubic foot.)	
The Western Heating and Ventilating Co. (heating and ventilating)	3,152

The cost of the flues built by the city is $1800 making the cost for heating and ventilating this building $4952.

For results guaranteed see "Results guaranteed for the High School Building"

SIXTH WARD

The Sixth Ward School Building, Fourth and Harrison streets, when completed will be an eight room building constructed of brick, stone and concrete. Four of the eight rooms face the east and four the south. W. J. Cuthbertson is the architect.

The contracts are as follows:

Remillard Brick Co. (brick, stone and cement)	$12,575
W. N. Weeks (woodwork)	10,693
Dalziel & Moller (plumbing)	2,770
Doody & Hooley (painting)	928
W. C. Watson (plastering)	1,175
Farwell Stone Co. (rough stone at 75 cts per cubic foot.)	
The Western Heating and Ventilating Co. (heating and ventilating)	2,685

The cost of the flues is $1500.

The total cost of heating and ventilating is therefore $4185.

The results guaranteed are the same as in the High School Building. The building completed will cost about $33,000.

GRANT SCHOOL BUILDING.

The Grant School Building, when completed, will be a two story brick and stone, four room building. The rooms in this building are the same size as in the other new buildings and are equally well arranged. Four of the five rooms face the east and the other faces the west. This building is so planned that when necessity demands it an addition can be built without damage to the appearance of the building. The architect of this building is Elmer E. Childs. The contractors with contract prices are as follows:

California Bridge Company (brick and stone)	$ 9,447
Anderson & Gregg (woodwork)	10,208
Dalziel & Moller (plumbing)	2,104
Doody & Hooley (painting)	864

A. L. McFarish (plastering)	1,002
Farwell Stone Company, rough stone at 75 cents per cubic foot.	
The Western Heating and Ventilating Company (heating and ventilating)	1,928

The cost of the flues for heating and ventilating, built in brick contract is $1,450.

Total cost of ventilating and heating the building is $3,378.

For results in heating and ventilating, see results guaranteed in High School Building, of this report.

The entire cost of this building will be about $27,000.

PRESCOTT SCHOOL BUILDINGS.

The Prescott School Buildings have been raised and a basement story placed under each.

The yards have been bituminized and a system of heating and ventilating placed in each of the buildings. The cost of these improvements is as follows:

Work on the buildings and bituminizing of yards	$11,780 80
Heating and ventilating apparatus	4,774 00
Architect's fees	827 69
Total	$17,384 49

COLE SCHOOL.

Four new rooms have been added to this building, the outside closets removed and repaired, and a system of heating and ventilating placed in the four new rooms. The cost of these improvements is as follows:

Four new rooms	$ 7,345 00
Repair of closets	480 00
Heating and ventilating apparatus	1,896 00
Architect's fees	484 90
Total	$10,205 90

LINCOLN SCHOOL.

Both of these buildings have been raised and a basement story placed under each, one new room added and the entire yard bituminized. The cost of these improvements is as follows:

Improvements on buildings	$5,302 50
Improvements on yard	2,756 62
Architect's fees	402 81
Total	$8,461 93

THE SCHOOLS.

Our schools are divided into Primary, Grammar, and High Schools, the evening schools doing all grades of work.

PRIMARY GRADE.

The average number belonging to the primary grades of our schools is 4568 pupils, instructed by 101 teachers, which gives an average of 45 pupils to each teacher.

The primary grades, as previously stated, occupy the first five years, or from the First to the Fifth Grades inclusive.

GRAMMAR CLASSES.

The registers for the Grammar Classes show that the average number belonging in these grades, that is in the Sixth to the Ninth inclusive, is 2198, taught by 51 teachers, giving an average of 43 pupils to the teacher. After completing the course in these grades, the pupil is granted a certificate of graduation which entitles him to enter the High School. Of the 318 pupils graduated from the Grammar Schools during the year, 241 entered the High School—or 76 per cent.

HIGH SCHOOL.

The progress of the High School has been satisfactory. The school has worked to quite a disadvantage owing to the want of room; this will be remedied in about one year when our new High School Building will be ready for occupancy.

The number of pupils enrolled in the High School during the past year was 734. The average number belonging was 650. The number of teachers employed, 20, giving an average of 32½ pupils per teacher. The number of pupils graduated during the year was 120. The number of these entering higher schools of learning was 70, or 58.3 per cent.

For expenses of High School see tables. For further particulars see Principal's report.

EVENING SCHOOLS.

There were enrolled in the Evening Schools during the past year, 739 pupils with an average daily attendance of 198. The number of teachers employed was 11, giving an average of 18 pupils per teacher. The evening schools are well attended by earnest and industrious pupils of all ages, and I am certain that no part of our school money is expended to better advantage than that which is devoted to the Evening Schools. Besides the ordinary branches taught, opportunity is afforded for the study of bookkeeping, drawing, higher mathematics, etc.

SPECIAL WORK.

For the work done in drawing, music, penmanship, physical culture, manual training and astronomy, see reports of special teachers in these branches.

Professional Work by the Oakland Teachers.

The cause of education in California has received a great impetus during the last few years. The schools of Oakland are not behind in this new life. The State is much indebted to the two Universities for the help afforded the common schools. Oakland is especially indebted to Prof. Elmer E. Brown, Head of the Department of Pedagogies of the State University, and to Prof. Earl Barnes, Professor of Education of the Leland Stanford Jr. University, for valuable assistance given to the teachers of this Department.

Many of our teachers avail themselves of the opportunity afforded by the State University on Saturday mornings, to continue lines of study especially calculated to better fit them for their school work. Important studies, under Professors Brown and Barnes, have been carried on by the teachers of the Department, and a brief outline of the work done cannot but be of interest to you.

University Extension Course in Pedagogy.

A course of University Extension lectures on the Herbartian Pedagogy was given by Professor Brown of the State University in the City Hall, beginning November 14, 1892. The class consisted of seventy members. A large proportion of these were in regular attendance, and Professor Brown expressed himself as much pleased with the interest and intelligence with which they took hold of the work that he proposed.

The lectures consisted mainly of an exposition and a criticism of the educational ideas of the school of Herbart. The psychological and ethical principles which lie at the basis of the system were considered, and the views of government, instruction and character-building that constitute the system were separately presented. Especial stress was laid on the Herbartian views of the course of study, the method of instruction, and the requirement of thorough assimilation of knowledge. The reason for the growing interest in the doctrines of this school of thought throughout the country was shown to depend largely on the thorough knowledge of the mind of the child which those doctrines demand of the teacher, the emphasis which is laid on the matter as well as the method of instruction, and the requirement that instruction be made interesting not by yielding to the caprices of the child, but by adapting it to his capacity and requiring him to master it so thoroughly as to become fully "at home" with it.

The system was criticised freely, and the conviction expressed that it should not be adopted outright for American schools; at the same time that rightly understood it could contribute, perhaps, more than any other one system to the development of a truly American pedagogy.

Children's Interest in Stories.

The results of an investigation undertaken near the middle of the school year 1892-3 by about forty of the public school teachers of Oakland, under the direction of Prof. Elmer E. Brown, head of Department of Pedagogy at the State University, are summarized below. The purpose of this study was to trace, as far as possible, the changing interest in stories as shown at different periods of child-development; and particularly to determine at what age the most of the children in the schools are prepared to profit by those personal narratives of historical characters which make the most natural introduction to the study of history proper.

Each teacher was provided with a blank like the following:

Teacher's name..

....*School*, ...

.... *Grade*.

Number of pupils in the room...

Average age of pupils in the room..................................

Number of pupils whose first and second choice of stories are respectively:

	First choice.	Second choice.
A.—Folk-lore stories: The old, familiar wonder and fairy-stories, of unknown author, such as Little Red Riding Hood, Cinderella, Puss in Boots, Jack the Giant Killer, The Three Bears, etc. Scudder's Folk Lore Stories and the collection of the brothers Grimm are convenient for use.		
B.—Modern Wonder and Fairy-tales: Anderson's and von Volkmann's furnish good examples.		
C.—Stories of Legendary Heroes: The Tale of Troy and other legends of the Greek heroes, the story of the Aeneid, the legends of Charlemagne and King Arthur, and Longfellow's Hiawatha, may be mentioned in this class.		
D.—Stories of Pioneers, Discoverers, and other Heroes of History, belonging to a rude age or barbarous surroundings: Such as Columbus, De Soto, La Salle, Daniel Boone, Fremont, Sir John Franklin, Livingstone.		
E.—Stories of Heroes of History belonging to a more modern state of society. As Washington, Franklin, Andrew Jackson, Lincoln, Grant, and Sherman.		

Precautions were taken to prevent the personal preference of the teacher from influencing the choice of the children. Teachers were requested to relate at different times some of the best stories under each of the heads enumerated, and then, after considerable time had elapsed, to find which of these each child would like best to hear repeated. The results of these inquiries were reported by the teachers at the end of the school year. They are summarized below, tabulated according to the average age of the children in the different rooms reported:

TABLE BY AGES OF CHILDREN'S INTEREST IN STORIES.

1	2	3	4	5	6	7	8	9
Age	A.	B.	A. & B.	C.	D.	E.	D. & E.	Total.
6	85	21	106	1	—	6	6	113
7	43	12	74*	4	—	6	19†	97
8	118	42	160	7	2	4	6	173
9	83	20	103	20	—	36	36	159
10	67	24	91	8	9	9	18	117
11	41	18	59	30	9	1	10	99
12	39	36	75	99	68	51	119	293
13	5	4	9	84	37	43	80	173
14	5	14	19	76	36	33	69	164
15	—	2	2	18	23	29	52	72
Totals	486	193	698	347	184	218	415	1460

* Nineteen were reported as prefering fairy stories at the age of seven years, with no distinction made between divisions A and B.

† Thirteen were reported as prefering historical narratives at the age of seven years, with no distinction made between divisions D and E.

It should be observed that what is shown here is not the age at which an interest in narratives of a given kind appears, but the age at which a predominating interest in that kind of narrative is shown. The distinction between the two classes of fairy stories, divisions A and B, was made for a special purpose aside from the main question; so for the present purpose we need only the sums of the numbers in these two columns, as given in column 4. In like manner the distinction between divisions D and E may be disregarded, and the sums of the numbers taken as given in column 8. Legendary narratives, division C, seem to offer a natural bridge from the purely imaginative and more or less fantastic tales of early childhood to the sober accounts of the heroes of real history. The transition of interest comes out most clearly if we compare the reports on the extreme types as given in columns 4 and 8. It appears that some children prefer history stories even at the age of six and some each year thereafter; but their number continues to be comparatively a small fraction of the whole till the age of eleven is past. From that point on the balance is very decidedly the other way. Taking now into account the intermediate category of legendary narratives we see that these are preferred by thirty children at the age of eleven, where only ten preferred the history stories. But at that age the fairy stories were still the favorite of nearly three-fifths of the whole number observed. After the fairy stories have dropped hopelessly into the background, at the age of twelve, it is pretty nearly an even race between the legends and stories of real history for three years. Then the liking for history stories comes clearly to the front.

The age of six in the table includes all ages from six up to seven; seven in the table means from seven to eight; and so on through the series. In some respects the results are even more striking when tabulated according to grades, as below. Here the First Grade includes "A First" and "B First;" and so on through the higher grades.

TABLE BY GRADES OF CHILDREN'S INTEREST IN STORIES.

1	2	3	4	5	6	7	8	9
Grade	A.	B.	A. & B.	C.	D.	E.	D. & E.	Total.
1	116	26	161*	5	—	8	21†	187
2	109	30	139	7	2	40	42	188
3	92	32	124	20	—	—	—	144
4	72	19	91	33	13	4	17	141
5	46	44	90	58	31	38	69	217
6	—	1	1	35	25	13	38	74
7	—	2	2	57	28	35	63	122
8	4	8	12	50	19	20	39	101
9	—	2	2	18	23	29	52	72
Totals	439	164	622	283	141	187	341	1246‡

* Nineteen were reported in the first grade as preferring fairy stories, but making no distinction between divisions A and B.

† Thirteen were reported in the first grade as prefering historical narratives, but making no distinction between divisions D and E.

‡ Two hundred and fourteen of those given in the former table were reported without clear distinction of grade.

It appears here that the fifth grade was that in which the most marked changes were seen taking place. In this grade the fairy stories still held the first place, yet the preferences of more than half of the pupils lay in either the one or the other of the other two general classes. In the three following grades the fairy stories took altogether a subordinate place, but there was a strongly marked division of interest between the other two classes. The history stories did not come clearly to the front' till the ninth grade was reached.

Too much reliance must not be placed on the results of this investigation for the reason that a half-year is too short a time to yield results altogether reliable. An inquiry in which the pupils are taken more as individuals and less by classes is also desirable. The study was undertaken last year with the understanding that it partook largely of a preliminary and tentative character. It is confidently hoped that these disadvantages will be reduced to a minimum in the continuation of the investigation this year. Not all of the influences that would change the result from a perfectly natural outcome can be eliminated. The pupils in our schools are not little " nature men, " nor is it desirable that they should be. It should be remarked however that there are abundant indications that the teachers did their work in the main very carefully and intelligently. It is a significant fact that in the most of the rooms there was considerable difference in the choice of the different pupils.

Many interesting facts were added by the teachers making the observations, which there is not space to include in this summary. Passing over other surmises and working theories which might properly enough be drawn from these results, we may say that the most significant thing they seem to show is this: That the period during which imaginative literature of the more childish sort can be used effectively in connection with the instruction in language, literature, etc., in these schools extends through the fifth grade; and that while considerable interest in historical narratives can be counted on from the fifth grade upward, the clear superiority of such narratives to legendary literature in the natural interest of the children does not come out till the ninth grade. It is a pertinent question, however whether with increasing familiarity with the standard stories of all of these classes on the part of the children, and increasing facility in their use on the part of teachers, a strong interest in history stories will not appear at a considerably earlier age than these results show.

STUDIES ON CHILDREN.

Beginning with October, 1891, the teachers of the Department took up a series of studies on children, under the direction of Earl Barnes, Professor of Education in the Leland Stanford, Jr., University. These studies have been continued from time to time during the past two years. The teachers met Professor Barnes in Hamilton Hall on Friday afternoons and listened to a lecture on the subject which they were about to study. During the next two weeks they studied their children along the lines indicated in an outline which was printed by the Department and placed in their hands. They then met with Professor Barnes on Saturday morning to discuss the results of their study and to make such applications of the conclusions reached as might be possible. The first of the meetings was devoted to a preliminary study on the section of the minds along the lines indicated in the following syllabus, the aim being to bring us face to face with the difficulty of children.

1. Study on Introspection.

Banish all thoughts from your mind; try to think of nothing for ten minutes. Then note down on paper all the thoughts, feelings or sensations that crowded into your mind in spite of your efforts to prevent their entrance. Try this twice in one day; once when the mind is most active and once when the mind is least active. What common characteristics have the intruding elements each time?

2. Study on Memory.

Try to call the names of your old students or teachers until you find one that you cannot name; then observe the way your mind behaves and the effort it makes to get hold of the forgotten name.

3. Study in Visualizing Power.

Call up in your mind the picture of the breakfast table at which you sat this morning. How distinct is it? Can you see the faces of the people distinctly? How many plates were there? What was the shape of the sugar bowl? What was the color of the dishes or table-cloth? What was the quantity of bread on the plate? What differences do you note between this picture in your mind and the real thing when you looked directly at it?

4. Study on Association.

Stop yourself when in a state of reverie, going to school, or at home after dinner, and recall your last few thoughts. Write them down and see if you can tell why you had those thoughts. Why did each thought lead the way to the next? Follow the chain as far back as possible.

5. Conclusion.

What are the difficulties peculiar to this sort of study?

The difficulties of introspective studies are discussed in most works on psychology. The most satisfactory treatment will be found in the "Principles of Psychology," by William James, 2 vols.; New York, 1890. See especially Vol. 1, chapters VII and IX. There are also some interesting remarks in "Elements of Physiological Psychology," by Geo. T. Ladd; New York, 1888. See the introduction and chapter I of Part III.

November 6, 1891, the teachers took up the subject of the physical conditions of childhood. This subject was under the direction of Dr. T. D. Wood, of Stanford, and was made along the following lines:

Name of observer; name of child; age in years and months; nationality of father; nationality of mother; height; circumference of head above eyes; distance over top of head from ear to ear; vision—are glasses worn? inches book is held from eyes; hearing—repetition of questions required; muscular—(1) dextrous; (2) ordinary; (3) awkward; temperament—(1) sanguine; (2) phlegmatic; (3) sentimental; (4) nervous; health—(1) excellent; (2) average;

(3) poor; deformities; intelligence—(1) precocious; (2) ordinary; (3) backward.

Information on Anthropometry and Physical Conditions will be found in "Syllabus and Blanks for Study of Children," by N. A. Calkins; New York, 1891. "Growth of Children," by H. P. Bowdtich. (2) Eighth and Tenth Annual reports of State Board of Health of Massachusetts. Various articles in the "Pedagogical Seminary," Vol. I, No. 2; by G. Stanley Hall, Worcester. "Roberts' Manual of Anthropometry," London, 1878.

The next year a more extended study was made along the same lines, and the results will be found on page ——.

Nov. 14, 1891, a study was begun on

CHILDREN'S FEARS,

taking fear as a type of emotional activity. Work was carried along the line of the following syllabus:

....Name of Observer.

STUDY ON A CHILD UNDER SIX YEARS OLD.

Name of child.
Age of child.
Nationality of father.
Nationality of mother.
Temperament of child.

1. Make a list of all the things of which the child is at present afraid.

2. How does the child express his fears?
By what jestures or physical signs?
By what sounds or words?

3. How did, or does, he learn to fear harmful objects, such as fire, knives, acids, or poisons?
Does telling him that they will hurt him suffice?
Does one painful experience satisfy him?
Give examples illustrating.

4. What nonsensical fears has he? Is he afraid of cats, dogs, bugs, snakes, feathers, darkness, shadows, old women, horses, thunder and lightning, strangers, "buggers," etc?
Give examples, and state when known, the origin of those fears.

5. Has the child outgrown the fear of any object? What? Have you cured him of fearing any object? How?

6. When and how did the child first show that he was afraid of displeasing those who had charge of him?

7. Give examples, if possible, of fears that he has adopted from other children, or from servants.

8. Can you trace the hereditary influence of any of his fears? Please specify.

STUDY ON THE USE OF FEAR IN SCHOOL WORK.

9. Describe your system of examinations. To what part of the child's nature do they, as at present conducted, most strongly appeal? What has the child to fear if he makes a bad examination?

10. What has the child to fear in your school if he is saucy or impudent?

11. How does the element of fear help to hold you up to the best work? What do you fear if you neglect your work? What difference is there between fearing dismissal if one does poorly, and hoping to retain one's position if one does well?

For supplementary reading, see "The Expression of the Emotions in Men and Animals," by Chas. Darwin, and the chapters on emotion in the standard psychologies.

Nearly a thousand papers were brought in, and the results were collated, showing that the girls were no more subject to nonsensical fears than the boys were, and that boys and girls alike were but little afraid of death, the supernatural, and "boogies." Evidently, Oakland parents seldom appeal to such fears to hold children in subjection. Fear of the dark is most commonly mentioned, and fear of animals comes next in importance; thunder, Chinamen, fire, policemen, ragpickers and feathers are all mentioned as fear-inspiring objects.

Nearly a thousand children were studied, and the conclusions based on the High School papers were embodied in an article by Miss Mollie Connors, in the "Pacific Educational Journal for July, 1892.

The next study, Nov. 20, 1891, was on

using the following syllables:

....Name of Observer.

STUDY OF CHILDRDN'S RELIGIOUS IDEAS,

We can learn little in this study through asking direct questions of the children. Whatever we come to know must be learned from our own experience, or from the glimpses which children give us into their own lives from time to time. An especial effort must be made to sort out the traditions and to state only facts. Please write out your own childish ideas, so far as you can remember them, along the lines indicated below, and add what you can learn by talking with children as occasion permits.

God—Where is he? What does he do? Why cannot we see him?

Death—Why do people die? Where do they go?

Heaven—Where is it? Who goes there? What do people do there? What will children have there?

Hell—What must a person do to go there? What is it like?

Angels—What do they do?

Ghosts—Why are people afraid of them?

Witches—What can they do?

Prayer—Why do we pray? What do we pray for? Why do we not always get what we pray for?

Religious Ceremonies—Why do we celebrate Christmas? Why do we go to church?

Santa Claus—Where is he now? Where does he get his toys? How does he know whether we have been good or bad?

Luck—What days are lucky? What ones unlucky? What are the lucky numbers? What can one carry in his pocket for good luck? Remarkable instances of good luck?

Charms—What will take off warts? Drive away rats? Make fish bite?

Natural Phenomena—Where does rain come from? What makes it lighten? What makes it thunder? What is electricity? What can it do? How is it made? What makes the cars go?

Awe—What objects or places excite awe? How early in life does it appear?

Reverence—When does it appear? What objects excite it?

It is desirable to know how old the child is when each observation is made. The outline is simply suggestive; add all stories or incidents which are known to be true, and which bear on the development of children's religious ideas.

The results were embodied in a paper read by Prof. Barnes before the Educational Congress in Chicago last summer, which was afterwards published in the "Pacific Educational Journal" for Sept., 1893, and in the "Pedagogical Seminary" for Dec., 1893. The conclusions briefly stated were as follows:.

"If young children are to be taught a theology, it must have an anthropomorphic and realistic form. We may teach that God is a spirit, but the child's mind at once invests him with a human form and human attributes.

Since pictures furnish so much of their imagery, children should be surrounded with worthy pictures, such as Raphael's Sistine Madonna.

The period of the most intense critical activity in theological directions seems to be the period of puberty. Some special effort should be made at that time to assist the child in re-arranging and adjusting his philosophical and theological conceptions. In the schools literary, historical and scientific subjects should be dealt with in a large and philosophic spirit.

The general absence of references to nature would seem to indicate that children are accepting our scientific explanations as final.

It would seem that the schools should lead them to feel and realize that greater power which lies back of our superficial explanations, and makes this a sane universe."

Dec. 6, 1891, the development of the color sense was taken up, and a thousand children were tested as to the points indicated in the following syllabus:

STUDY OF THE COLOR SENSE IN CHILDREN.

In these experiments the observer should give the child no guidance or hint whatever as to the colors to be used or the order in which they are to be taken.

Please use the following abbreviations:—red, R.; red orange, RO.; orange, O.; yellow orange, YO.; yellow, Y.; yellow green, YG.; green, G.; blue green, BG.; blue, B.; blue violet, BV.; violet, V.; red violet, RV.; correct, C.

Give each child the twelve colored tablets and have him scatter them on a card board, mixing them as to colors, and spreading them out so that each tablet can be seen entire.

Giving the children but a moment to look, ask each one to hold up the tablet he likes best. Have the children place the selected tablets on one side of the desk, and note the color selected in the accompanying blank, No. 12. From the remaining tablets have the child select the one he likes best, and note the result in blank No. 13.

Ask the child to hold up two tablets that he thinks look well together; note the results in blank No. 14.

Ask the children to lay the tablets in a row with their long edges touching, and to place the colors so they will be pleasant side by side, putting those that seem alike together, and making the row one pleasing whole. Indicate in blank No. 15, the order in which the colors were laid from left to right.

Paste one set of tablets in order; R., RO., O., YO., Y., YG., G., BG., B., BV., V., RV., and hang it before the pupils; ask them to arrange their tablets in the same order. When correct, enter C., in blank No. 16; when incorrect, indicate by letters the order followed.

Ask the children to hold up their red tablet; note the result in blank No. 17. Similarly for yellow, blue, violet and green.

Give each child five sets of tablets mixed together; ask him to put them in piles, those of the same color in the same pile. Note the results in blank No. 22.

It would be of interest to have reports of any cases of arbitrary association of colors with sounds, letters, words, etc., that may come under your notice. See an article by David S. Jordan in "The Popular Science Monthly" for July, 1891.

The best works on this subject are: "The Senses and the Will," by W. Prayer, Appletons, 1890; "Color in the School Room," by the Milton Bradley Co., Springfield, Mass., 1890; Miss Emma Marwedel's Writings; "The Theory of Color," by Dr. Wilhelm von Bezold, Prang & Co., 1876; "Students Text Book of Color," by Ogden M. Rood, Appletons, 1890; "On the Color Vocabulary of Children," by Henry R. Wolf, published in Nebraska State University Studies, Vol. 1, No. 111, 1890.

Accompanying blanks were made out with the following headings:

1. School —— grade.
2. Number in class when experimenting.
3. Child's given name.
4. Age of child.
5. Complexion, dark or light.
6. Color of hair.
7. Color of eyes.
8. Temperament.
9. Nationality of father.
10. Nationality of mother.
11. Previous color training.
12. Color first chosen.
13. Color of second choice.
14. Colors selected to look well together.
15. Order of colors, when freely laid.
16. Order of colors when copying spectrum.

17. Color selected for red.
18. Color selected for yellow.
19. Color selected for blue.
20. Color selected for violet.
21. Color selected for green.
22. Grouping of colors.

The study showed that children prefer the simple striking colors—red, blue and yellow, and that the girls care more for red, while the boys care more for the blues. The girls have better taste in arranging colors than the boys have, and they have a larger color-vocabulary: The conclusions reached were embodied in a paper read by Prof. Barnes before one of the educational congresses in Chicago, and charts showing the generalizations were exhibited in the anthropological building in Chicago during the World's Fair.

Sept. 16, 1893, the subject was

CHILDREN'S PLAYS,

and the following syllabus was taken up:

By play is meant all the pleasurable, self-imposed activities of the child, spontaneous or acquired, from balancing on one foot to baseball.

STUDY ON A YOUNG CHILD.

Give the name and age of the child.

1. Note in detail the most common plays of the child at present.

2. Note new plays as they are added from time to time.

3. What seems to have suggested each play, or its special features? Was the child shown or told how to play it? Could you see how the play was suggested by occupations going on about the child, or by other environment?

4. How long does the child play one play continuously? How long before he lays it aside for good?

5. At what time of the day is the child most playful?

6. Does the child repeat his plays exactly, or with variations?

7. Has the child playfellows? pets? Of what playthings is he especially fond?

8. It would be of great interest if one could trace in outline the growth of some complex play, for instance, playing with dolls, noting the first interest in the subject, and the gradual adding of details, such as doll-dressmaking, doll-housekeeping, etc. Playing school or keeping store would be equally good.

9. The record of a child's life, for a whole day, showing the kind succession, and duration of its free activities, would be of great value. Single hours would also be valuable.

STUDY ON SCHOOL CHILDREN.

Many of the suggestions under the last heading will apply here, and in addition one may note:—

Seasons of the year when certain plays are in favor; evidences of self-glorification and selfishness; evidences of helpfulness and generosity; rhythmical movements and songs; what is fair and not fair; what authorities are invoked in disputes; how disputes are settled; what plays boys and girls play together; what plays are especially attractive to boys, to girls; what kind of children lead in plays; mental characteristics of children who do not care for play; change in range of play activities at the period of puberty; the incentives that urge a child to excel in play; good qualities developed in plays; bad qualities developed in plays; effect of introducing an adult into a play; how work becomes play; appearance of the dramatic instinct in plays; dangerous plays; immoral plays, etc.

EDUCATIONAL QUESTIONS.

To be of any value, answers to these questions should be based on data collected by observation.

1. Into what groups can you classify your pupils according to their plays?

2. Should boys and girls ever be allowed to play together at school?

3. How far should training in good manners be allowed to interfere with freedom in the playground?

4. Is it best for the teacher to play freely with the children in the play ground?

5. At what point should the teacher interfere in school ground disputes?

6. Should recess be given? If so, what should be the character of the recess?

7. How can natural qualities shown in the play ground, such as leadership or inventiveness, be made use of in the school room?

Some of the best studies on the subject of children's play are: W. W. Newell's "Games and Songs of American Children," Harper Bros., 1883; John Johnson's "Rudimentary Society Among Boys," Overland Monthly, October, 1883, and later expanded in John Hopkins' "University Studies" in Historical and Political Science, Vol. 2; G. Stanley Hall's "Story of a Sand Pile," in Scribner's Magazine, June, 1888; Jean Paul Richter's "Levana," Chapter 3, and the writings of Froebel.

Sept. 29, 1793, the subject was:

CHILDREN'S RIGHTS AS SEEN BY THEMSELVES.

The aim of this study is to determine what a child considers he has a right to do and have. Must not discipline be in accordance with the child's sense of justice if we are to make him self-governing?

STUDY ON A YOUNG CHILD.

Give the name and age of the child.

1. Observe when the child first begins to claim things as his own; begins to recognize that they belong to others; give instances where he resents other people taking his property, tries to defend it; claims the right to use or destroy his own property.

2. Note cases where a child claims a privilege because it has been granted to another child; claims a right to do what larger children or adults do; where girls claim the right to do what boys do; where boys claim the right to do what girls do; where the child claims equal opportunity at meals, at play, at work, at bed time.

3. Report instances where the child repels caresses; is aggrieved because not personally recognized; feels that his opinion should be considered; resents uncongenial companionship; being compelled to wear undesirable clothes; being compelled to eat certain things; being nicknamed.

4. Note cases where the child resents arbitrary treatment; objects to enforced quiet; enforced tasks.

5. Note cases where he resorts to unusual means to defend his friends.

STUDY ON SCHOOL CHILDREN.

Most of the topics above will apply to the children in school. On the school ground the teacher may observe what is considered fair and unfair, and what authorities are cited in the settlement of disputes. In addition, the following may be given as exercises in composition. The directions should be given, or the story read and the question asked, without any discussion or any suggestion.

1. Have the child describe an unjust punishment he has suffered ; a just punishment which he has met.

2. Fanny Evans' papa was very rich. It pleased him to give his little girl beautiful toys, dainty dresses, and pretty hats.

When Fanny was nine years old her papa and mamma died. Then she went to live with her Aunt Martha. Aunt Martha was kind to poor people. One day Aunt Martha gave Fanny's Sunday hat to a poor little girl while Fanny was at school. Fanny said, "Aunt Martha, that was *my* hat. My mamma gave it to me. Why did you give it away ?" Aunt Martha said, "See this nice brown hood I have made for you." But Fanny did not like the hood made of Aunt Martha's old dress. So she threw the hood on the floor and sat down in the corner and cried. She wanted her own hat.

The next day Fanny had to wear the hood to school. She sat next to the little girl who had on her hat. (Have the children finish this true story.)

3. Jamie's father gave him a little dog, but Jamie often forgot to feed him, so that the dog cried at the door ; then Jamie's father took the little dog and gave it to a little girl who lived down the street. Who had the best right to the dog, Jamie, his father, or the little girl ?

4. Jennie had a beautiful new box of paints ; and in the afternoon, while her mother was gone, she painted all the chairs in the parlor, so as to make them look nice for her mother. When her mother came home, Jennie ran to meet her, and said : "Oh, mamma, come and see how pretty I have made the parlor ;" but her mamma took her paints away and sent her to bed. If you had been her mother, what would you have done or said to Jennie ?

EDUCATIONAL QUESTIONS.

1. Into what groups can you classify the rights on which children insist?
2. On what right does the child base his right to do, or to have this or that?
3. Do boys or girls most readily surrender their rights?
4. At what age do children insist most strongly on their rights?
5. Should a child be compelled to obey a command opposed to what he considers to be his rights?

See on this subject: "Children's Rights," by Kate Dougless Wiggin, Boston, 1892; " A Study of Child Nature," by Elizabeth Harrison, Chicago, 1891; "Rudimentary Society Among Boys," by John Johnson, in John Hopkins' "University Studies," Vol. 2; "A Record of Virtue," in the Century Magazine, Vol. 19, P. 238.

Oct. 23, 1893, Mary Sheldon Barnes, Assistant Professor of History in Stanford University, presented, as a part of the series, a study on the development of children's ideas concerning history, taking the following lines:

Study In Development of Historical Sense and Interest.

The object is to discover at what age children begin to have an interest in incidents and facts which may fairly be called historical; at what age they begin to care for names, dates and places? At what age they begin to make inferences as to the meaning of historical facts? At what age they begin to have a sense of evidence in regard to what they read or hear? The solution of these questions will tell us at what age we may begin to give the children stories from history, with attention to details of name, and time, and circumstance; at what age we may expect them to make historical inferences from these stories; and at what age they can begin to study the value of the evidence on which these stories rest? In other words, we can learn what are the respective ages at which we can introduce the narrative materials of history, reasoning as to historical cause and effect, and historical criticism.

TESTS TO BE DIRECTLY GIVEN TO CHILDREN.

With each set of answers handed in, the name and age of the child should be given, with a brief statement of history work already done.

Write or print the following story on the board, and have the children write out the questions they would like to ask about it:

There was a king who had a beautiful wife whom he dearly loved. But a fair prince came and took her away to a far country. Then the king and all his men went to fight the prince, who lived in a great city, all walled about with stone. For many a day the king and his men tried in vain to enter it; but at last, by a clever trick, some of his men got into the city and burned it to the ground; and so the king got his wife once more.

Ask the children to write down tne answers to the following questions:

1. If you were shipwrecked on an island in the middle of the sea, and you found in one corner of the island an old house of logs and part of an old wooden boat with broken arrows in the bottom of it, what would these things tell you?

2. Write down something that happened before you were born, and that you know is true, and tell me how you know it is true.

3. Give the pupils the two following accounts of the fall of Fort Sumter; after they have written them down, ask them which of the two accounts tells us the most about the fall of Fort Sumter? If these were the only two accounts in the world, which would you keep, and why?

a. The defense of Fort Sumter by Major Anderson was brave and stubborn. The garrison was under fire for thirty-four hours, the quarters being entirely burned, and the powder magazine surrounded with a ring of fire; starvation, too, was staring them in the face; Anderson therefore surrendered, saluting his flag as he marched out with guns and drums and flying colors.

b. Dispatch from Major Anderson to Washington.

SIR: Having defended Fort Sumner for thirty-four hours, until the quarters were entirely burned, the main gates destroyed, the powder-magazine surrounded by flames, and no provisions but pork remaining, I accepted terms of evacuation offered by General Beauregard. and marched out of the fort with colors flying and drums beating, saluting my flag with fifty guns. ROBERT ANDERSON.

4. How do you know that such a man as George Washington ever lived?

5. What is the nicest book you ever read that was true? What true book would you like to have given you for a Christmas present? Do you like true or made-up books best, and why?

6. What do we mean by 1893? Citizen? War? Convention?

7. Write a short composition on either of the following subjects: Columbus, Julius Cæsar, Alexander the Great or Washington.

QUESTIONS OF REMINISCENCE AND OBSERVATION, TO BE ANSWERED BY ADULTS.

With each answer or set of answers the name of the child observed, with his age and previous work in history, should be stated.

1. Describe any plays which you have seen children play, into which historical scenes, characters or events entered, as playing war, making a voyage of discovery, playing George Washington, and the like.

2. Note any historical questions which you hear children ask, as: What made the people come here to live? How long have people lived here? Note any remarks or questions which show a total misconception of historical facts.

3. Note any historical poems, pictures, stories which you have known a child to produce naturally; what themes were chosen?

4. Note any cases of the preservation of relics in a child's collection, and what reason he gives for their preservation; are they there as mere curiosities, or because he feels that they are old and belong to a past time; notice particularly what reasons are given for keeping Indian arrow-heads, stamps, coins. The contents of a child's scrap-book may also be investigated from this point of view, to see what selections are historical. A list of such selections as are historical, together with the statement of their comparative number, and the age at which they were selected, would be very useful.

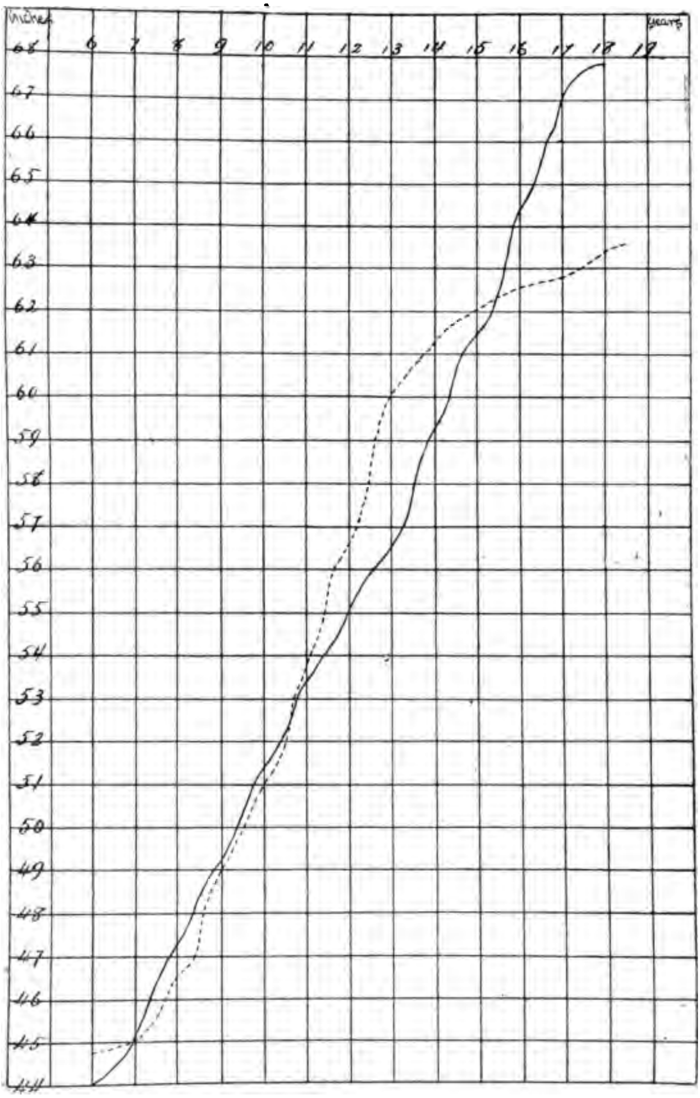
A large amount of material has been collected in connection with the last three studies, and some preliminary generalizations have been made, but the collating has not yet been carried far enough to warrant putting the conclusions into print.

Physical Development of Oakland Children.

In connection with the World's Fair at Chicago an extensive anthropological and psychological exhibit was made, in one part of which material was gathered to illustrate the physical development of children. In the fall of 1892 about six thousand children in the Oakland schools were measured under the direction of the University of California and Stanford University, and a part of the results were collated and forwarded to Franz Boaz, who was in charge of this department of work. In Chicago these returns were brought into comparison with similar returns from Boston, Worcester, Toronto, St. Louis and Milwaukee. The result was very flattering to California's pride, as the Oakland children were taller and heavier than the children in any of these other cities.

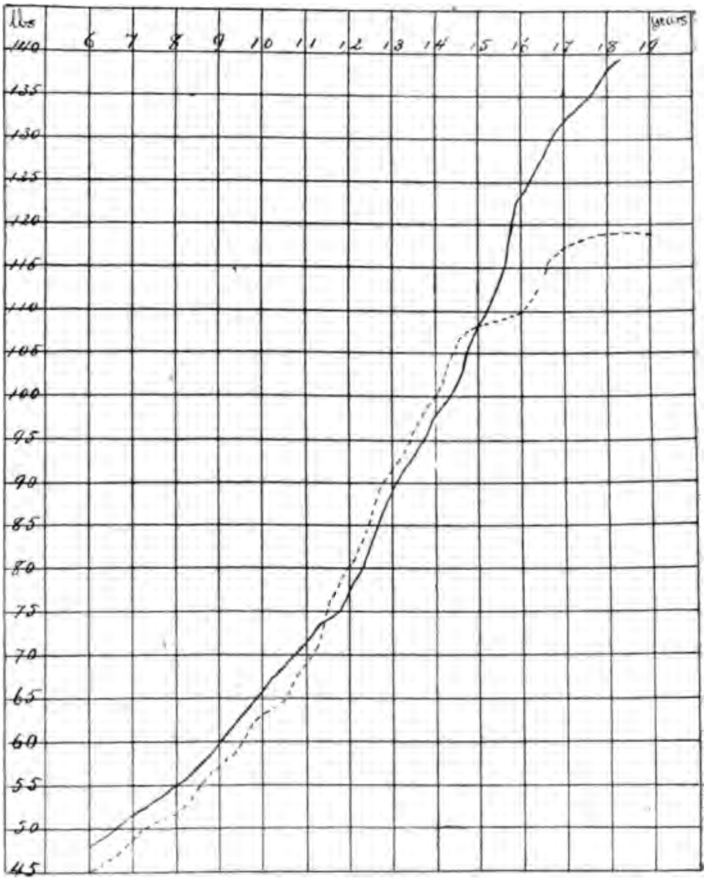
In the cases where such data have been gathered in other cities there is generally a period when the children are about twelve or thirteen years old of broken and often retarded growth. In Oakland the children show a remarkably uniform development from year to year, in height and weight, as shown in the following charts:

Height of Oakland School Children.



Plain line, boys ; dotted line, girls

Weight of Oakland School Children.



Plain line, boys ; dotted, line girls.

The comparison between boys and girls shows the same law that has been established by measurements in other cities. From six to eleven years old the boys are superior to the girls in height and weight. At about eleven years old the girls become superior to the boys in both height and weight, and remain superior to them until fifteen, when the boys pass them and remain physically their superiors. The girls seem to have nearly completed their growth at fifteen, while the boys go on growing as rapidly as before, as long as they remain in school.

The following table shows what a variety of occupations were represented among the parents of the children measured. The children in the higher grades of work came most often from the professional, merchant and mechanic classes, the mechanic classes being as well represented as either of the other classes:

OCCUPATIONS OF PARENTS OF OAKLAND SCHOOL-CHILDREN.

Agents	201
Artists	13
Barbers	11
Boarding-house keepers	33
Butchers	18
Capitalists	45
Carpenters	93
Clerks	304
Confectioners	6
Contractors	31
Draymen	83
Engineers	116
Farmers	241
Laborers	301
Manufacturers	150
Mechanics	875
Merchants	641
Professional men	335
Public Officers	120
Railroad men	133
Saloon keepers	56
Seamen	62
Miscellaneous	524

In determining the nationality of the parents we counted the fathers and mothers as natives of the country in which they were born. The following table shows that of the 4956 children whose nationality was reported, more than one-half of them have American fathers and mothers:

NATIONALITY OF OAKLAND CHILDREN.

	Fathers	Mothers
American	2613	2901
Australian	16	17
Canadian	226	216
Danish	84	71
English	396	338
French	36	31
German	629	530
Irish	277	228
Italian	87	81
Norwegian	50	33
Portuguese	71	69
Russian	36	21
Scotch	146	108
Swiss	45	38
Swedish	80	90
Spanish	8	6
Miscellaneous	156	178
	4956	4956

The following tables show the average height standing, height sitting, weight and finger reach (length which the child can reach with arms stretched) of the children tested:

BOYS.

Yrs.	Weight lbs.	Height standing, inches.	Height sitting, cm.	Finger reach, cm.
6	47.6	44.1	63	112
7	50.2	45	62.9	116
8	54.2	47.6	66	120.5
9	59.6	49.3	67	129
10	66.7	51.9	70.8	132.8
11	72	53.5	73.1	136.4
12	77.9	55.1	73.3	140.4
13	89.4	56.8	75.4	150
14	97	59.7	77.7	154.9
15	108.1	61.8	83.1	160.4
16	121.6	64.5	85	167.7
17	131.7	67.1	86.5	173.5
18	137.7	67.6	88.7	175.7

GIRLS.

Yrs.	Weight lbs.	Height standing, inches.	Height sitting, cm.	Finger reach, cm.
6	45.9	44.4	61.9	110.7
7	48.1	44.9	64.3	113.6
8	52.2	46.8	65.3	116
9	58.6	49.2	70.1	123.5
10	63.2	51.5	70.7	129.7
11	69.7	53.9	72.7	136
12	78.9	56.6	73.9	139.1
13	90.7	60	78.6	148.9
14	98.2	61.2	80	151
15	108.9	61.9	83.4	156.9
16	109.8	62.7	84.5	158.2
17	117.7	62.7	84.7	166
18	118.3	63.2	85.2	159.2

We are also indebted to Prof. Sanford of Stanford, and to Profs. Kleeberger and Halway of the State Normal at San Jose, for valuable help received from them during the past year.

It will be seen that the teachers of Oakland have done a vast amount of work, and work that cannot but be helpful to our school studies. The work has brought home to them the necessity of carefully and systematically studying the children whom they have to train, and has given them some knowledge of practical value in the school room. At the same time a large amount of data has been put in a form which makes it accessible to educators all over the world, and with the growth of knowledge will come wiser and better work in all our schools.

Ability to Study.

How to enable our pupils to put forth individual effort, is the question of most importance to the welfare of those under our charge. That pupil is best educated who has acquired the power to do the best work, not he who can answer the greatest percentage of a given set of questions. It is an easy matter to imitate, but a difficult thing to create. When a pupil has once acquired the desire and ability to do work, he has but little need of a teacher. Pupils are more likely to suffer from too much instruction than from too little. Time must be found for quiet study, nor is it enough that this study be on the thought of the text book, but opportunity must be given for original thought and original expression.

Promotion of Pupils.

How to determine what pupils are ready for promotion, is a question that is still holding the attention of educators. Promotions on examinations, or on the judgment of the teacher or on both combined are the methods usually followed. Our rules permit the union of the "examination" and the "estimate" methods; but in practice the method of promoting on the judgment of teacher and principal is the one followed. We have been following this method for about six years, and I see no reason for returning to the examination method. It is true that the judgment of the teacher is not always satisfactory, nor are the results obtained by examination. For how often does it happen that the bright pupil fails to obtain the desired per cent on account of nervousness induced by overanxiety for results. The lack of jugment on the part of the teacher shows itself also in the examination method, for a teacher who has not sufficient judgment to determine what pupils are ready for promotion, after having them under her charge for a year, lacks the judgment to mark "a set of questions" What we expect of a teacher is that she shows at the year's end a class able and willing to do advanced work.

SEC. 16. *Report Cards*—Class teachers shall send a statement of the standing of each pupil to the parent or guardian of the same, at the close of each school month.

The standing in the several studies is to be the judgment of the teacher, and may be based upon the daily recitation, either written or oral, of the pupil, and upon such written work as may from time to time be required by the Principal or Superintendent.

No written recitation shall be of more than forty-five minutes' duration in the Grammar grades. nor of more than thirty minutes' duration in the Primary grades; nor shall there be more than two written racitations in any one day,

The marking shall be as follows: 10, excellent; 9, good; 8, fair; 7, poor; 6, 5, 4, etc., in any study, indicate degrees of scholarship too low for promotion.

Sec. 17. *Promotions*—At the the close of each term, all pupils who have been graded during the term in Sections 10, 9, 8, are to be promoted without question. Pupils who are graded lower than Sections 10, 9, 8, in two or more studies may be promoted upon the judgment of the class teacher and Principal; provided that no pupil who has been regularly promoted shall be remanded to a lower grade.

Principals are authorized to promote deserving pupils at the beginning of any school month.

Report of Special Teachers and High School.

The following reports of special teachers, and a special report from the principal of the High School, will prove of interest to you.

Observatory Work.

THE CHABOT OBSERVATORY.

A prominent feature of the Oakland School Department is the Chabot Observatory, ours being the only public school department in the United States, or the world—so far as is known to the writer—that is in possession of a well-equipped astronomical observatory. While it is true that many High Schools have more or less pretentious telescopes, they are for the schools *only*, while the Chabot Observatory is for the education of the public as well as the public schools, and in this, the Observatory stands quite alone—the only Observatory of its kind in the world. It was founded by a publicspirited citizen of Oakland, the late ANTHONY CHABOT, Esq., and presented to the Board of Education in trust for the City of Oakland, to be used to educate the general public and the pupils of our public schools.

The original building was erected in 1883, under the direction of Hon. J. C. Gibson, who was Superintendent of Schools at the time, and Hon. Wm. H. Jordan, member of the Board of Education, and it was due to the influence of these gentlemen that Mr. Chabot was induced to build and equip the Observatory, and the school children of Oakland will always owe them a debt of gratitude.

Since the last Department Report the Observatory has been almost entirely reconstructed, and bears no resemblance to the old building. (See frontispiece.)

The former building consisted essentially of a transit room; reception room and the equatorial room (fourteen feet in diameter) at the top of the tower, and it was reached by four flights of zig-zag stairs of fifty-two steps, the entrance being through a trap door in the floor—a most awkward arrangement. Of the old building the transit room remains as before, the reception room 11 x 15 is now occupied as an office and library, and the remainder was torn away.

Upon the site of the old tower the new equatorial room 20 x 20 has been erected, fifteen feet lower than the former one, and, while not only larger and more accessible, the reduced elevation has cut out about two hundred arc lights scattered for miles around from Berkeley to Alameda. That these lights are a most serious evil from an astronomical point of view, it is only necessary to mention the fact that Prof. Barnard, at the Lick Observatory, is compelled to close his window blinds to shut out the electric lights of San Jose, distant sixteen miles in a straight line, when engaged upon faint comet works.

On the first floor, in addition to the office and transit room 20 x 20, the lecture room 20 x 30, vestibule 6 x 10, hat room, battery room. etc., while in the second story, besides the equatorial room there is a bed room, upper hall, and an exceedingly convenient and useful little shop, where all alterations and repairs and special apparatus are made. It may be said that since the present assistant has been in charge, not one cent has ever been paid for repairs to any of the instruments or apparatus, and nothing for their care excepting only the cleaning of the clock and chronometer.

The new addition was paid for by the accumulated interest and a small amount of the principal of the $10,000 bequest of the late Anthony Chabot. In about three or four years the deficit in the principal will be made good by the interest, and will, no doubt, be as zealously guarded by future Boards as the present Board and its predecessors. As it stands, the Observatory has cost between twenty-five and thirty thousand dollars, but this does not represent the time and labor of the gentlemen to whom was given the execution of the plans, which, if it had been paid for, would have greatly increased the cost.

The equipment of the observatory is as follows:

The main instrument is, of course, the telescope. The object glass was made by the Clarks, and is considered perfect in every way. It has a clear aperture of eight inches, is equatorially mounted, the mounting resting upon a solid pier of brick. It has the usual driving clock attachment, large declination and hour circles, divided on silver, the declination circle reading by double verniers and microscopes to five seconds of arc, and the hour circle to single seconds of time.

In addition to a large battery of eye pieces, ranging in power from forty to eight hundred, the telescope is also provided with a fine position micrometer of the most elaborate workmanship.

Among other accessories of the telescope must be mentioned the spectroscope; it is provided with a prism and two-inch diffraction grating, and can readily be adjusted to the telescope, and forms one of the most important accessories to the equatorial. Next in importance to the equatorial is the transit instrument, which was made by Fauth & Co., Washington, and is an exact counterpart of the transit of the Lick Observatory on Mount Hamilton.

The object glass has a clear aperture of 4⅛ inches and a focal length of 4 feet 3½ inches. The axis to which the telescope tube is bolted is cast in one solid piece, its central portion being a cube 8 inches square.

The steel pivots are 2½ inches in diameter and rest in Y's with two agate-bearing surfaces, the distance between center and center of Y's being 32 inches. The circles, which are of brass, are cast with radial arms to prevent flexure and are 16½ inches in diameter. They are graduated on silver and the graduation is read by two opposite verniers, by microscopes. The instrument is provided with a micrometer and paralactic eye-piece motion, and six extra eye-pieces, illuminating apparatus, mercury basin, etc. It rests upon two iron piers, which, in turn, rest upon solid brick piers. The instrument is used each Friday night to determine the errors of the clocks. The chronograph is also by Fauth & Co., and is a first-class instrument.

The time-keepers of a working observatory are of the utmost importance, and this observatory is well equipped in this respect, containing a mean-time and siderial clock and siderial chronometer.

The mean-time clock was made by Fauth & Co., and has a gravity escapement, with 60-pound pendulum, and break-circuit arrangement. The siderial clock is of the highest quality, and was made by E. Howard & Co. The chronometer was made by the Messrs. Negus of New York, who have the name of being the best makers in the world.

Correct time is furnished to the city twice daily, the mean-time clock automatically breaking an electrical circuit by which the bells in all the engine houses and the City Hall bell are rung every day at precisely 12 o'clock noon (three strokes) and 9 P. M. (nine strokes), Pacific Standard time. The *first* stroke indicating 12 noon and 9 P. M.

There is also a complete set of meterological instruments, mostly from Green of New York and Richard Brothers of Paris, and over thirty-five observations are made and recorded daily. Complete reports are sent to the Signal Service Bureau every month—the Observatory being a regular volunteer station—and an abstract is furnished, also monthly, to the City Board of Health for use in its report. A seismograph is kept in constant readiness to record the direction and intensity of earthquake shocks.

The records of the thermograph and barograph are continuous, it being possible to read off either the temperature or pressure of the air at any hour or minute during the past four years.

The lecture room is furnished with folding opera chairs, with tablet rests for taking notes, and nearly everything necessary for technical instruction is provided. There are two lanterns, one with an arc light for projecting spectra, the other is a first-class double stereopticon, for projecting ordinary lantern slides. The lights in this lantern are powerful spiral filament incandescent lamps, and give plenty of light for a picture 12 x 12 feet—the size shown.

The projecting lamps, hand lamps near the lantern, front hall lamps, the chandeliers and platform lights are all under the control of the teacher or lecturer, by a novel switch on the platform, constructed in the Observatory workshop. The switch has but a single lever, and any one or two groups of lamps can be burned or dissolved at will, and the lantern lamps can also be controlled from the lantern if the teacher is without an assistant.

The equatorial room is lighted by six incandescent lamps that are so arranged that they can be made to burn with any degree of brilliancy, from being barely visible in the dark to full brightness. Astronomers will appreciate this feature. There are about forty-six incandescent lamps in the building, the current being on from dusk until 12 o'clock, at other times gas must be used.

The Observatory is situate in the middle of Lafayette Square, which is bounded by Tenth, Eleventh, Grove and Jefferson streets. The use of the square was donated by the city.. Its exact geographical position is latitude 37 degrees, 48 minutes, 5 seconds north; longitude 122 degrees, 16 minutes. 39.3 seconds west from Greenwich, or in time, 8 hours, 9 minutes, 6.62 seconds west from Greenwich; 3 hours, 0 minutes, 54,58 seconds west from Washington, the longitude having been determined telegraphically by Professor Geo. Davidson of the United States Coast and Geodetic Survey, and Assistant Burckhalter, in connection with Messrs. Marr and Sinclair, United States Coast and Geodetic Survey, the latter gentlemen exchanging signals from the Davidson Observatory, San Francisco. It may be mentioned that comparatively few observatories have the advantage of having their longitude determined with such extreme nicety.

The rules governing the Observatory are of the simplest character. Monday and Tuesday evenings of each week are reserved for the High and Grammar schools during school terms, and Friday evening for time observations and other work, and on all other evenings excepting Sunday, the time is devoted to the instruction of visitors. Visitors are not admitted without a visitor's card from the Director's office. This rule is necessary in order to regulate the number, and to get a card it is only necessary to apply to the Superintendent of Schools, who is also the Director of the Observatory.

Until the Observatory was rebuilt the attendance gradually increased each year, from 1644 in 1886-7 to 2240 in 1891-2, but since November, 1892, when the new building was opened, it has been impossible to keep anything like a correct register, many nights when the lecture.room alone is used no account is kept, but it is well within the limits to say there are fully five thousand visitors a year.

During the past year the observatory has received a number of useful presents. Hon. Charles N. Fox, Ex-President of the Board of Education, presented the Trouvelot drawings; Dr. J. H. Wythe, a small spectroscope; the Lick Observatory, enlarged photographs of the moon; Professors Holden, Barnard, Schaeberle and Colton of the Lick Observatory, a number of astronomical photographs, lantern slides and positives on glass of the unrivaled work done on Mt. Hamilton; F. R. Ziel, Esq., of Alameda, and Mr. Taber of San Francisco, and his assistant, Mr. Davey, a number of astronomical lantern slides and photographs; while Weber & Co. are at the present writing constructing a fine observing chair at their San Francisco factory.

Respectfully, CHAS. BURCKHALTER,
Assistant in Charge.

Chabot Observatory, October, 1893.

Drawing.

J. W. McClymonds, Superintendent of Schools — DEAR SIR: Not very long ago drawing came knocking at the school door seeking admittance and a recognition often refused.

The day is fast coming when an instructor, unable to illustrate his lessons by sketches upon the blackboard before a class, will be rated as a back number in teaching.

This is so well felt, that intelligent and far-sighted teachers are already taking private lessons in drawing, in order to bring themselves in harmony with the improved methods of the present day.

Drawing plays too powerful a role in education to be neglected.

It awakens and strengthens the observing and inventive faculties.

It trains the senses of sight and touch.

It is an extension of language, an indispensable line-language for artisans.

It helps the teacher in one of his most difficult tasks; the keeping alive the positive attention and the interest of his class.

It leaves most strong and lasting impressions in the minds of the children.

It is a very powerful agent in the teaching of nearly all the studies pursued in our schools.

In this city we follow closely the spirit and the letter of the State School Law, which wants *Industrial* Drawing taught principally for the benefit of the mechanic.

Although believing that "*the more of an artist, the better the artisan,*" it has been found impossible to include in our curriculum, except in the High School, as much artistic drawing as we would wish, on account of the lack of time, accommodations, supplies, and proper instructors.

However, this last want will soon disappear. As an experiment, a special class for our teachers was opened in one of our schools, at the beginning of this term. So far, most flattering results have been obtained.

Several similar classes will be established next year and kept open until every one of our teachers will have had an opportunity of learning enough of free hand-drawing to be able to sketch tolerably well upon the blackboard.

A teacher who can convey his ideas through the agencies of *two senses*, (sight and hearing), is twice as powerful before a class as another who can use one sense (hearing) only.

To encourage the application of sketching to language, natural sciences, geography, and other branches, also to give more time for that purpose, our technical exercise in drawing has been reduced.

What is thus lost on one hand, is amply compensated on the other.

Good results in drawing depend largely upon the sight of our children. I am firmly convinced that many of them have defective eyes. Let me call your attention—

1. To the necessity of employing a specialist to examine the eyes of our pupils and to suggest remedies when needed.

2. To the poor construction of our school desks.

(*a.*) Most of them have tops with an improper slant, giving a wrong angle of vision.

(*b.*) Many are too high, destroying the bodies of their occupants, and bringing their work too close to their faces.

(*c.*) The backs of the seats are too far from the tops, causing stooping.

All these defects are slowly but surely producing near sightedness.

Each room should have desks of different heights, to accommodate pupils of different sizes.

If the slant of the tops of the desks cannot be changed, at least, their distance to the backs of the seats should be attended to properly.

In the High School the need of room and suitable furniture is greatly felt, particularly in the free hand class.

Both the mechanical and the art classes need more technical books and models.

I cannot close this brief report without expressing my gratitude for the hearty support I invariably received from the Honorable Board of Education, the Superintendent, and the teachers of the Oakland department.

Respectfully submitted,

P. A. GARIN,

Principal of Drawing.

Writing.

J. W. McClymonds, Superintendent of Schools—DEAR SIR: In submitting my report on penmanship, I wish to express my appreciation of the good support of all the principals and teachers in the department. Much of the success in my work is largely due to this support. For some time past my attention has been devoted almost entirely to the Grammar and High School grades. Here I have been experimenting in dividing the classes into sections, according to ability.

The results so far have been very gratifying, a greater interest being created, and the pupils being stimulated to greater efforts than ever before. The teachers all agree that this experiment is a decided success, and I hope to make this order of work general throughout the department.

The work in the High School consists of the latest, most approved and practical styles of penmanship now taught in America. Special attention is given to prominent writing, such as ledger headings, account titles, etc. In the Central Evening School the work is very much the same as in the High School. Very truly yours,

E. W. BARKER,
Principal of Penmanship.

Music.

OAKLAND, Nov. 17, 1893.

J. W. McClymonds, Supt. of Public Schools—DEAR SIR: In accordance with your request, I herewith present the following report of the progress of music in the public schools of the city of Oakland.

Our system of instruction includes interval practice, studies from chart and song books, and various written exercises; to which we have added talks and compositions on musical subjects, the drawing of musical instruments, and the reading of musical literature. thereby endeavoring to gain a general intelligent and comprehensive view of the subject.

A limited amount of written matter was sent to the World's Fair in connection with other educational exhibits.

On different occasions the pupils have voluntarily aided us by playing on various musical instruments, thus arousing a spirit of enthusiasm among the singers.

Many of the pupils possess beautiful voices, some of whom, having received their primary education in the public schools, are filling important positions in churches.

The pianos in the schools have been in use for years, and should be replaced by new ones.

Music is a lever of refinement. It is therefore of the greatest importance tbat a high standard of music be selected for study, and thus further the love for musical culture.

Heretofore the text book has been of the best, but such a change has been made, pupils, with their discriminating powers, decline to be interested in them more especially in certain grades.

Our musical growth should be commensurate with the methods of modern times,

All pupils learn to admire and appreciate the beauties of the higher class of music.

As it is with literature, so it is with music—each has power for good or evil. Respectfully submitted,

Eliza P. Brown,
Director of Music.

Physical Training.

J. W. McClymonds, Supt. of Schools—We have the following arrangement in this work: From the 1st to the 7th grade we have calisthenics; in the 8th grade, in addition to the calisthenics exercises with wooden wands, and in the 9th exercises with dumb bells. In the Lincoln School we have commenced with Indian club exercises. In the High School I give only advanced calisthenics, as it is not possible to practise other exercises on account of insufficient room. I visit each grade of every school, from the receiving class to the senior grade in the High School, once in two weeks, spending in each room from ten to fifteen minutes. The lessons are given in the mean time by the class teachers daily, as directed by the Board. At my suggestion some of the teachers take their classes every day out of doors, if the weather permits, for their exercises, without overstepping the limited time. This arrangement is preferable to exercising in the school room. All the teachers in the department are very earnest in the work, and some attain results which are very gratifying. For the High School we have less to show for the amount of work done than in any other school, on account of lack of room and consequently inability to interest older pupils in calisthenics. The only way to make physical training a real success in the High School would be to have a gymnasium, where apparatus work could be done. As the fitting up of a gymnasium would not be attended with much expense, I hope that we may be able to have one in the new High School building.

Very respectfully,
Paul Uth.

Report on Manual Training.

To Hon. J. W. McClymonds, Superintendent of Schools—Dear Sir: In accordance with your wish, I submit to you a report of the work done in Manual Training, for the past year, ending June 30, 1893.

The interest in this work has, I am sure, steadily increased, from the fact that three hundred and forty-one boys and girls have voluntarily chosen to take it up, in addition to their other school duties.

They are divided among the schools as follows:

Franklin School	74 boys
Franklin School	91 girls
Total	165
Lincoln School	86 boys
Lincoln School	90 girls
Total	176
Whole number of Boys	160
Whole number of Girls	181
Total	341

The total cost of this department (not counting principal's salary) was $275.45, divided as follows:

Books	$ 9 75
Hardware and tools	126 50
Lumber	133 80
Oil, varnish, etc	5 40
Total	$275 45

An average of eight and seven hundredths cents per pupil.

The classes have been larger, the interest in the work has been greater, and the quantity of the work better than ever before.

But this branch is not yet on the footing that could be wished.

The necessity of a Central School, where a course could be made up especially adapted to this branch, is greatly to be desired, and where a neat, comfortable, well lighted and ventilated room could be had. The boys and girls, to acquire neat habits, must have a neat place in which to work, and to make the work of a physical benefit, the place where they work must be well ventilated and lighted.

The work done in the past year has been conducted on much the same lines as formerly, though more advanced instruction has been given; but in this, we are greatly hampered on account of the amount of book work required in the upper grades, which causes the boys and girls to leave us just at the time when they could do their best.

The need of Manual Training is becoming more and more apparent every day, and that the people see this, is evident, from the fact that new schools are starting up in every direction, all over the country.

Besides the work in the eighth and ninth grades of the Franklin and Lincoln Schools, form study, including clay modeling, paper cutting-tablet and stick laying, has been carried on in the first and second grades, two afternoons a week being devoted to this work. I have time only to oversee this branch, the time being so limited, the actual lessons being usually given by the teachers.

In closing, I would express my thanks to you and the Board of Education for the support you have so generously given me,

Respectfully,
RONALD P. GLEASON.
Principal of Manual Training

Report of High School.

J. W. McClymonds, City Superintendent of Public Schools—DEAR SIR: In compliance with your request, I have the pleasure of transmitting a report of the High School.

Owing to an unfortunate fire, which in 1889 destroyed the High School building together with nearly all its records and papers, it is impossible to furnish many details which would be of interest as showing the growth of the school. It is proper, however, to make the general remark that the school has shown a gradual growth, keeping fully abreast of the growth of the city and the surrounding country. Indeed, I think it can be truthfully stated, that the number of pupils in the High School, compared with the population of the city, shows a ratio which is exceeded by few, if any, cities in the United States. This is gratifying, as showing the appreciation of secondary education by the citizens of Oakland.

The following table represents the High School for the term commencing July, 1893. It shows the number of classes, the number pursuing the different branches of study, the number who reported that they expected to continue their studies in some higher institution of learning, and the total enrollment.

Table Showing the Number of Pupils Studying the Different Subjects.

Term Commencing July 24, 1893.

Grade.	Algebra.		History.		English.		Latin.		French.		German.		Drawing.		Phys. Geog.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Senior B	2	...	14	18	12	24	4	13	...	3	...	1	6	4	...	...
" A	3	2	...	...	20	20	1	...	...	1	1	3	18	18	...	...
" "	2	3	12	15	12	18	12	20	...	2	...	...	...	...	...	...
" "	1	1	9	11	9	12	7	6	2	3	...	2	2	3	...	...
Middle B	8	22	9	24	1	2	9	24	1	1	...	...	...	1	...	...
" "	18	15	17	17	3	3	3	...	2	10	...	3	10	2	...	...
" A	1	9	14	24	14	27	5	8	...	16	8	3	1	...	...	...
" "	10	7	21	20	22	20	...	...	...	...	1	...	17	9	...	...
" "	3	4	21	17	21	16	20	17	...	...	...	...	...	...	...	...
Junior B	14	29	14	25	14	29	12	21	...	...	2	7	...	1	...	...
" "	13	19	13	20	13	19	11	14	...	5	...	...	...	...	...	1
" "	14	20	14	21	14	19	4	...	...	11	...	1	10	10	1	2
" A	14	25	14	25	15	25	14	25	...	...	...	...	1	...	...	...
" "	18	27	18	27	18	27	12	13	...	...	...	...	...	...	7	13
" "	20	16	19	16	20	16	...	...	...	8	...	...	20	8	...	...
" "	13	31	11	26	11	29	9	16	...	1	2	12	...	...	...	...
Business	25	25	...	...	26	17	...	...	...	4	10	8	20	9	...	...
	179	255	220	306	245	323	121	175	5	64	24	40	105	65	8	16
	444		526		568		296		69		64		170		24	

Grade.	B'kkeeping.		Physiology.		Greek.		Arithmetic.		Physics.		Com. Law.		Geometry.		Chemistry.		Govt. U. S.		U. C. Latin.		Astronomy.		Preparing for U. C.		Total.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Senior B	...	...	...	1	2	1	...	...	13	15	...	...	...	...	4	...	...	7	3	4	11	17	9	9	18	24
" A	...	...	...	...	...	...	...	...	20	20	...	...	5	2	1	2	...	...	...	...	...	...	6	2	21	20
" "	...	...	...	1	1	...	...	...	8	11	...	...	3	4	...	...	...	...	2	7	...	...	...	...	16	23
" "	...	...	...	...	4	1	...	...	...	...	...	...	4	2	...	1	...	...	4	3	...	...	8	4	13	17
Middle B	...	...	...	...	2	1	...	...	...	2	...	...	10	26	1	3	...	...	...	...	...	...	10	22	10	27
" "	...	...	...	...	1	...	...	...	1	...	...	...	18	15	9	7	...	...	...	...	...	...	10	12	20	19
" A	...	...	...	1	...	...	...	...	...	...	...	...	13	21	13	28	...	...	...	...	...	...	11	17	14	28
" "	...	...	5	5	...	...	...	...	...	...	...	...	14	13	22	19	...	...	...	...	...	...	8	5	25	18
" "	...	...	1	...	9	5	...	...	...	...	...	...	18	12	10	11	...	...	...	...	...	...	19	15	21	17
Junior B	...	...	...	...	...	4	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	12	18	14	29
" "	...	...	1	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9	14	14	20
" "	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	7	4	16	20
" A	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13	22	15	25
" "	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10	13	19	28
" "	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	2	18	18
" "	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	3	12	30
Business	27	16	...	...	...	...	8	5	6	8	7	8	...	...	...	...	...	...	...	...	...	...	...	...	34	22
	27	16	7	14	19	12	8	5	42	56	7	8	85	95	61	72	...	7	9	14	11	17	145	162	300	385
	43		21		31		13		98		15		180		133		7		23		28		307		685	

Table showing the total enrollment for January and July, during the last ten years:

	Boys.	Girls.	Total.	Grad.
January, 1882	121	186	307	24
July, 1882	126	202	328	30
January, 1883	121	191	312	33
July, 1883	118	203	321	24
January, 1884	131	202	333	33
July, 1884	117	184	301	26
January, 1885	131	177	308	27
July, 1885	148	194	342	16
January, 1886	156	212	368	29
July, 1886	166	242	408	23
January, 1887	195	260	455	22
July, 1887	175	239	414	24
January, 1888	205	247	452	34
July, 1888	221	258	479	25
January, 1889	253	284	537	68
July, 1889	223	278	501	40
January, 1890	274	296	571	38
July, 1890	262	326	588	28
January, 1891	274	340	614	45
July, 1891	294	347	641	33
January, 1892	308	359	667	70
July, 1892	308	364	672	38
January, 1893	328	387	715	70
July, 1893	302	395	692	...

In 1890 a course was adopted by the Board of Education adapted to the needs of those who wish to continue their studies beyond the Grammar School, but still do not wish to spend three years in the High School. Arithmetic, Mechanical Drawing, English and Bookkeeping constitute the main branches of the course of study. It has proved to be quite a popular department, and its graduates readily find places in commercial and business houses. When the new building is completed and greater conveniences can be given to this course, it will prove to be even a more valuable addition to the school department than it has been heretofore.

The following table shows the enrollment in the Business and Industrial Course from its organization. The graduates from this department are not counted with the graduates from the High School as given in the previous table.

BUSINESS COURSE FROM JULY, '90 TO DECEMBER, '93.

	Boys.	Girls.	Total.	Grad.
July, 1890	20	25	45	...
January, 1891	16	21	36	...
July, 1891	26	19	45	12
January, 1892	31	14	45	5
July, 1892	25	21	46	14
January, 1893	29	23	52	7
July, 1893	35	24	59	...

The High School will always contain two classes of students: those who wish to prepare for some higher institution of learning, and those who do not intend to prosecute their studies formally after leaving the school. It has always been my aim in the management of the High School to offer to both classes the best opportunities possible. Changes in the requirements for admission to the University of California from time to time, render corresponding changes in our course of study necessary, as, by the city charter, we are required to prepare students to enter that institution. To do this and at the same time to look after the best interests of those who do not intend to enter any higher institution of learning, has not always been an easy task, particularly when one considers the time in which it all has to be done. However, when it is remembered that from the inauguration of the plan of receiving graduates from accredited schools to the University of California without examination, Oakland High School graduates have always been thus received to all the colleges of the University without exception, and furthermore, that non-resident pupils have been paying to the city treasurer for tuition fees more than three thousand dollars a year that they might enjoy the opportunities offered for obtaining a secondary education, it would seem that our efforts have met with a considerable degree of success. But the High School has not yet reached the height of its possibilities. It is high time that teachers and the friends of educational movements see, and see so clearly, that action is taken in accordance therewith, that the best mental development of all youth is not in the same lines of activity. Considering this subject from the High School point of view only, it is found that there are some who wish to fit themselves to enter a higher institution of learning, some to obtain the best secondary education possible and then take up the duties of life, some to combine with book work, work with tools and a systematic discipline in manual training, while others still desire that special knowledge and training which looks directly to the counting-house and business pursuits generally.

A complete discussion of this question is impossible in the brief space allotted me here. The reasonableness of these wants and the propriety of satisfying them is so apparent when the whole question is fully understood, that I trust the day is not far distant when Oakland will offer a system of differentiated schools to its citizens which shall be at once the pride of the city and the envy of those less fortunately situated. Respectfully submitted,

J. B. McCHESNEY,
Principal High School.

On the Selection of Teachers.

That which most closely concerns the welfare of the pupils is the character and qualifications of those selected to preside over them. Good school houses and pleasant surroundings, important as these are, will not compensate for a teacher lacking in any of the main essentials—character, tact and ability.

We have taken a step in advance in the selection of teachers, as the following rules will show:

SEC. 65. *On Selection of Teachers.*—(*a*) For positions in the High School only those teachers shall be eligible who hold High School certificates and are graduates of the State University, or some College or University of equal rank, or have taken a special course in a particular line of work required to be done. No teacher shall be elected to a position in the High School who has not had at least two years' experience in school work.

(*b*) A person to be eligible to a position in any Grammar, Primary or Evening School in this Department, must hold a first grade certificate and must have had at least two years' experience in teaching, or must be a graduate of some recognized Normal School, or must have taken a full pedagogical course in the State University or other College or University of equal rank.

(*c*) No teacher shall be placed on the substitute list who is not eligible to a regular position in this Department.

(*d*) No teacher shall be placed in nomination for a position in this Department who has not made application for the same on a blank furnished by the Secretary of this Board, for this purpose, or whose application shall not give substantially the same information as that required in the blank.

(*e*) The above rules shall not apply to teachers already in the Department.

Schedule of Salaries for the Fiscal Year 1893-94, Adopted June 1, 1893.

I. All salaries shall be fixed at so much per annum.

II. For the convenience of the Board of Education, these salaries shall be divided into twelve equal payments, to be paid only so long as there are funds available, and at such times as the Board of Education may hereafter direct.

III. The salaries for the year ending June 30, 1894, shall be fixed as follows:

SUPERINTENDENT.

The Superintendents of Schools shall receive $3000 per annum.

The Assistant Superintendent of Schools shall receive $1500 per annum.

GRAMMAR AND PRIMARY.

Teachers of the Second, Third, Fourth and Fifth Grades, holding Grammar Grade Certificates and having taught two years, shall receive $840 per annum.

Teachers of the Second, Third, Fourth and Fifth Grades, holding Primary Grade Certificates and having taught two years, shall receive $780 per annum.

Teachers of the First, Sixth, Seventh, Eighth and Ninth Grades, holding Grammar Grade Certificates and having taught two years, shall receive $900 per annum.

Teachers of the First Grade, holding Primary Grade Certificates and having taught two years, shall receive $840 per annum.

Teachers having less than six months experience, shall receive $180 per annum less than the regular salary.

Teachers having had six months experience and less than one year, shall receive $120 per annum less than the regular salary.

Teachers having had one years experience and less than two years, shall receive $60 per annum less than the regular salary.

In all mixed classes the salary shall be that of the highest grade taught.

The salary of teachers employed for only one-half of each day shall be $480 per annum.

The salaries of teachers who may be designated by the Board of Education to take charge under the direction and supervision of the Principal of the halls and rooms in Primary buildings separate from Grammar buildings, shall be in addition to the regular salary $240 per annum.

Teachers in Grammar Schools who shall be designated by the Board of Education as Vice Principals, except as hereinafter provided, shall receive in addition to the salary of the grade taught $300 per annum.

The Vice Principal of the Clawson and Garfield Schools each shall receive in addition to the salary of the grade taught $240 per annum, and in the absence of the Principal in any Grammar School, the Vice President shall act as Principal without additional salary.

The Principals of Primary Schools of four rooms shall receive $1200 per annum.

The Principals of Primary Schools of more than four rooms shall receive $1320 per annum.

Principals of Grammar Schools, except as hereafter provided, shall receive $2100 per annum.

The Principal of the Garfield School shall receive $1740 per annum.

The Principal of the Clawson School shall receive $1680.

HIGH SCHOOL.

The Principal of the High School shall receive $2700 per annum.

The Vice Principal of the High School shall receive $2100 per annum, and in the absence of the Principal shall act as Principal without additional salary.

Heads of the Department shall receive $1800 per annum.

Teachers who have less than one years experience in High School work shall receive $1200 per annum.

Teachers who have had one years experience in High School work shall receive $1260 per annum.

Teachers who have had two years experience in High School work shall receive $1320 per annum.

Teachers who have had three years experience in High School work shall receive $1380 per annum.

Teachers who have had four years experience in High School work shall receive $1440 per annum.

Teachers who have had five or more years experience in High School work shall receive $1500 per annum.

Teachers employed one-half of each day in the High School shall receive per annum one-half of the salary of a whole day teacher.

SPECIAL TEACHERS.

Special teachers shall receive per annum the following:

Penmanship, $1620; Head Drawing Department, $1950; Manual Training, $1800; Music, $1620; Physical Culture, $1500; Observatory and Meteorology, $1200.

EVENING SCHOOLS.

The Principal of the Central Evening School shall receive $900 per annum.

Assistant teachers in the Central Evening School shall receive $600 per annum.

Teachers in other schools shall receive $600 per annum.

The Department Mechanic, with horse and wagon, shall receive $1620 per annum.

The members of the Board of Examination shall receive $50 each per annum.

JANITORS.

Janitors shall receive per annum the following salaries:

High and Central Evening Schools, $1200; Assistant High and Central Evening School, $600; Prescott and Prescott Evening School, $1320; Garfield and Garfield Evening School, $960; Cole School, $1320; Tompkins School, $960; Lincoln School, $1230; Franklin School, $1080; Durant, $1440; Lafayette, $1080; Grove, $480; Harrison, $480; Swett, $480; Grant, $480; Clawson, $780; Observatory, $180.

Statement Showing the Number of Teachers Receiving the Various Salaries as per Schedule 1893-1894.

	SALARIES PAID TWELVE MONTHS IN THE YEAR.	PER MONTH.
1	Teacher at	225 00
8	" "	175 00
1	" "	162 50
7	" "	150 00
1	" "	145 00
1	" "	140 00
2	" "	135 00
4	" "	125 00
3	" "	115 00
3	" "	110 00
2	" "	105 00
12	" "	100 00
3	" "	95 00
2	" "	90 00
67	" "	75 00
52	" "	70 00
14	" "	65 00
2	" " (half day)	62 50
3	" "	60 00
1	" "	55 00
10	" "	50 00
199		

Number of Teachers in Department, June, 1893.

			Men.	Women.	Total
Number of teachers	in	High School...	5	16	21
“	“	Clawson		10	10
“	“	Cole	1	18	19
“	“	Durant.	1	18	10
“	“	Franklin......................	1	15	16
“	“	Garfield		12	12
“	“	Grant		4	4
“	“	Grove Street..............		4	4
“	“	Harrison....................		6	6
“	“	Lafayette		15	15
“	“	Lincoln......................	1	16	17
“	“	Swett..........................		4	4
“	“	Prescott	1	21	22
“	“	Tompkins....................	1	12	13
“	“	Evening School............	6	5	11
“	“	Special Teachers.........	5	1	6
			22	177	199

Table Showing Growth of the Department.

	Total number of census children.	Number of children who have attended private school during y'r.	Total number enrolled in Public Schools.	Average number belonging.	Average daily attendance.	Number of teachers who teach classes.	Average number of pupils per teacher, based on average number belonging.
1854...	....	No record.	....	No record.	16	1	....
1855...	*155		144		59	2	....
1856...	136		91		54	2	....
1857....	189		54		35	1	....
1858...	....		90		27	1	....
1859....	....		84		45	1	....
1860...	391		130		58	2	....
1861...	416		142		57	1	....
1862 ..	481		175		62	2	....
1863...	475	193	130	85	75	2	42.5
1864...	626	276	217	93	85	2	46.5
1865...	771	288	333	159	140	3	53
1866...	*701	218	332	209	189	5	41.8
1867...	925	313	687	355	311	6	59.16
1868...	1,038	319	749	530	471	10	53
1869...	1.328	358	1,057	674	613	15	44.93
1870...	1,617	417	1,410	790	735	19	41.58
1871...	1,792	336	....	....	....	28	....
1872...	2,417	271	1,580	1,419	1,327	33	43
1873 ..	3,006	343	2.118	1,789	1,692	51	35.08
1874...	*3,953	400	2.679	2,234	2,118	54	41.37
1875...	4,749	407	2,985	2,679	2,503	62	43.06
1876...	5,742	469	3.722	3,212	3.120	64	50.18
1877...	6.592	642	4.066	3,630	3.477	78	46.54
1878...	6.670	668	5,080	4,240	4,119	95	44.63
1879...	7,950	733	5,952	4,736	4,599	112	43.21
1880...	8,108	795	6.125	5.281	4,983	127	41.58
1881...	8,242	781	7 262	5.461	5,237	133	41.06
1882...	8,608	1,039	7.318	5.276	5.033	135	39.08
1883...	9,215	1,109	7,612	5,693	5,457	134	42.48
1884...	9,608	1,300	7,945	5,803	5,563	140	41.45
1885...	10,115	1,195	7,915	5,830	5,608	142	41.05
1886 ..	10,682	1,447	7,873	5,989	5,720	144	41.59
1887...	11,343	1,310	8.322	6,211	5,937	150	39.58
1888...	11,123	1,920	8,128	6,015	5,746	148	40.64
1889...	11,386	2,007	8,191	6,413	6,115	152	42.19
1890...	11,854	1,948	9,565	6,751	6,372	155	43.54
1891...	12,201	2,132	10,183	7.072	6,697	175	40.40
1892...	12,406	2,225	10,442	7,327	6,970	172	42.59
1893...	13,674	2,077	10,493	7,416	6,981	183	40.52

*From the organization of the first public school in this city in July, 1853, to July. 1865, the census enumeration included children between the ages of four and eighteen. From July, 1865, to July, 1873, from five to fifteen, and from that date to the present, from five to seventeen.

Report of School Census Marshal for 1892-93.

Ward.	No. children bet. 5 and 7 yrs. of age.	No. children under 5 yrs. of age.	Total.
First ward	2728	676	3404
Second ward	2342	909	3251
Third ward	1869	618	2487
Fourth ward	1851	629	2490
Fifth ward	887	292	1178
Sixth ward	1379	520	1809
Seventh ward	2618	1078	3696
Totals...............	13674	4722	18396

Statistical Report

NAME OF SCHOOL	Number of school days.	Whole number of day's attendance.	Whole number of day's absence.	Whole number of tardinesses.	Whole number of boys enrolled on Register.	Whole number of girls enrolled on Register.	Total number enrolled.	Whole number on roll to-day.	Average number belonging.	Average daily attendance.	Per cent. of attendance on average number belonging.
Clawson	197	69,306 5	2839 5	370	253	256	509	389	385.77	370.58	96 06
Cole	197	165,656	8809	562	553	563	1116	841	884.22	841.39	94.91
Durant	197	148,925	9071	1273	572	584	1156	732	801.90	755.90	94.77
Franklin	197	122,040	7011	517	431	426	857	625	639.78	619.44	96.98
Garfield	197	87,086 5	5748 5	504	318	324	642	439	471.24	442.06	93.81
Grant	197	25,118 4	1724	188	109	83	192	131	136.52	127.57	93.53
Grove Street	197	30,772	2350	700	137	124	261	159	173.68	161.40	93.20
Harrison	197	44,081	3172 5	266	172	182	354	225	239.86	223.76	93.20
High	197	122,522 5	5439	1235	346	388	734	551	649.57	621.93	95.44
Lafayette	197	123,223 5	8488 5	914	468	455	923	586	668.59	625.50	93.56
Lincoln	197	139,610	6698 5	509	479	480	959	666	742.68	70[illegible].68	95.42
Prescott	197	156,706	9675 5	1600	610	544	1154	825	749.50	705 21	94.09
Swett	197	33,327 5	2063 5	176	142	113	255	160	180.16	168.63	93.60
Tompkins	197	82,027 5	5379 5	1040	294	325	619	448	448.77	516.38	94.
Central Evening	197	24,809	5179	......	411	76	487	154	152.20	125.90	82.60
Clawson Evening	197	2,435 6	964 5	......	54	5	59	8	17.26	12.36	71.63
Garfield Evening	197	8,075	952	......	100	20	120	41	45.59	40.78	89.45
Prescott Evening	197	3,891	1057	......	72	1	73	19	25.11	19.75	78.63
Summary	......	1,389,613	86622	9854	5521	4949	10470	6999	7415.57	7053.87	94.13

Year Ending May 31, 1893.

No. of new pupils entered who have not attended any other City public school during the school year.		No. received by transfers from other schools.	Number transferred.	Number left.	Number re-entered.	Number of promotions.	Number remanded to a lower grade.	Number expelled.	Number suspended.	Number instances of truancy.	Number cases of corporal punishment.	Number of indigents.	Number of non-residents.	No. of non-residents who have not paid.	Received from lower grade,	Received from higher grade.	**Record of Visits**			
Boys	Girls																No. of visits to parents made by teachers.	No. of visits made by School Directors.	No. of visits made by Superintendent.	No. of school visits made by other persons.
253	256	17	21	273	159	648	3	……	……	4	8	29	9	……	646	3	31	171	88	125
553	563	109	54	515	255	1545	22	……	……	24	8	4	……	……	1475	18	51	63	20	517
572	584	80	152	512	214	1423	12	……	……	15	2	5	6	2	1373	8	386	135	69	621
431	426	66	63	448	206	1086	16	……	……	4	26	1	19	……	1102	17	59	107	12	519
318	324	85	57	354	158	790	3	……	……	14	19	1	24	……	755	3	91	75	80	322
109	83	13	2	99	49	204	1	……	……	1	5	……	8	……	190	3	69	39	14	398
137	124	29	34	111	46	294	……	……	……	7	1	17	……	……	107	……	31	21	9	69
172	182	25	31	161	66	375	……	……	1	9	25	……	6	……	348	……	109	76	36	175
346	388	291	272	331	63	993	6	……	……	1	……	……	80	……	1065	……	23	79	49	268
468	455	69	52	496	211	1158	13	……	1	22	15	6	5	……	1090	13	47	65	36	683
479	480	55	41	388	151	1307	7	……	……	6	6	12	30	……	1237	7	78	164	87	666
610	544	54	46	554	273	1494	23	……	……	67	11	50	5	……	1437	24	132	157	83	399
142	113	16	14	113	61	397	……	……	……	9	11	……	……	……	339	13	150	18	23	222
294	325	66	61	331	142	704	9	……	3	26	19	11	1	……	709	21	18	32	24	115
411	76	23	3	498	140	35	2	……	……	……	……	……	……	……	39	4	……	74	12	193
54	5	10	……	83	33	……	……	……	11	……	8	……	5	……	……	……	45	9	2	1
100	20	……	1	92	22	15	……	……	3	……	8	……	……	……	……	……	5	24	4	41
72	1	8	……	71	9	……	……	……	……	……	……	……	……	……	……	……	……	15	2	11
5521	4949	1016	904	5430	2258	12468	117	……	19	209	172	136	198	2	11912	134	1325	1324	650	5345

Enrollment of Pupils by Grades for 1892-93.

First Grade	1670	
Second Grade	1248	
Third Grade	1202	
Fourth Grade	1112	
Fifth Grade	1049	
Total Number in Primary Grades		6281
Sixth Grade	910	
Seventh Grade	762	
Eighth Grade	566	
Ninth Grade	478	
Total in Grammar Grades		2716
Total in High School	734	734
Total in Evening Schools	739	739
Total		10470

Cash Statement.

RECEIPTS.

Cash on Hand	$ 21,740 65	
State Apportionment	104,105 10	
County "	43,289 90	
City "	106,616 46	
Non-resident Tuition and Miscellaneous	4,477 18	
Transferred from Building Fund	12,211 50	
Total Receipts		$292,440 79

DISBURSEMENTS.

Salary of Sup't. and Ass't	$ 3,747 77	
" " Teachers	197,294 93	
" " Janitors	13,815 00	
" " Mechanic and Helper	2,370 00	
" " Board of Examination	250 00	
Total		$217,477 70

Lights	$ 833 20	
Water	2,871 20	
Fuel	2,150 26	
Repairs	2,291 10	
Indigent	10 90	
Stationery and Supplies	7,910 37	
Apparatus	176 30	
Libraries	443 39	
Printing and Advertising	1,108 46	
Insurance	4,172 45	
Real Estate	35,267 00	
Permanent Improvements	13,269 46	
Furniture	4,961 14	
Lumber	770 37	
Rent	315 00	
Census Marshals	841 50	
Return of Tuition	155 45	
Washing	123 77	
Garbage	72 25	
Teachers Institute and Library Fund	100 00	
Miscellaneous	391 71	
Care Horse and Buggy	333 30	
Hardware	402 86	
Labor	19,59 65	
Total disbursements		$298,408 79
Warrants outstanding at close of year		5,968

Bond Money.

Received from sale of Bonds		408,800 00

DISBURSEMENTS.

Expended on buildings during the year	$27,872 54	
Transferred to School Fund	12,211 50	
Total disbursements		40,084 04
Balance Bond money on hand		$368,715 96

Observatory Fund.

There was, at the time of my last report, deposited in the Oakland Bank of Savings, to the credit of the Oakland School Department, ten Contra Costa Water Company bonds of par value, $10,000, bearing 5 per cent interest, interest payable semi-annually. $2965.55 interest has accrued on these bonds.

In October, 1892, the Board of Education sold two of these bonds at par. This $2000 plus $2965.55 interest, gives $4965.55, cash receipts.

There has been expended on the addition to the Chabot Observatory, as per vouchers, $4075.60, leaving a cash balance of $889.95.

This amount is deposited in the Oakland Bank of Savings, to the credit of the school department, in trust for the City of Oakland.

The eight bonds aggregating $8000 are also deposited in the Oakland Bank of Savings.

Table Showing Cost of Tuition and Supplies per Scholar in the Different Schools.

School.	Average number belonging.	Cost of supplies per School.	Average cost of supplies per pupil.	Total cost of Schools exclusive of permanent improvement.	Average cost per pupil.
High	650	$234 86	$.36	$34,312 42	$52 79
Clawson	386	262 83	.68	10,207 44	26 44
Cole	884	334 20	.38	21,174 49	24 29
Durant	802	667 56	.82	22,093 54	27 52
Franklin	638	418 86	.66	18,109 45	28 39
Garfield	471	226 22	.48	12,920 45	27 45
Grant	137	28 65	.21	4,473 02	39 65
Grove Street	174	123 73	.71	4,812 65	27 66
Harrison	240	54 41	.22	6,548 50	27 70
Lafayette	669	325 88	.49	17,168 93	25 61
Lincoln	743	372 09	.50	19,837 78	26 69
Prescott	750	540 21	.72	24,374 76	32 50
Swett	180	91 03	.51	4,760 34	26 44
Tompkins	449	249 03	.56	15,210 64	33 88
Central Evening	152	77 69	.51	5,240 72	34 48
Clawson Evening	17	6 92	.41	659 35	38 78
Garfield Evening	45	4 83	.11	1,242 54	27 61
Prescott Evening	20	14 99	.74	681 99	34 10
Chabot Observatory				1,855 67	

Table of Sundry Items of Interest.

	Cost, exclusive of real estate, permanent imps. and furniture.	Average daily attendance.	Cost of pupil per year exclusive of real estate, permit. imps & furniture.	Days of school during year.	Cost of pupil per day exclusive of real estate, permit. imps. & furniture.	Amount paid for salaries of teachers.	Average cost of pupil per year for salary	Average cost of pupil paid day for salaries.	Amount paid for incidentals.	Average cost of pupil per year for incidentals.	Average cost of pupil per day for incidentals.
High School	$ 35,312 42	622	$56 77	197	.288	$ 31,105 00	$50 01	.253	$ 4,207 42	$6 76	.034
Gram. & Prim. Schools .	200,998 77	6,234	32 24	197	.163	159,289 93	25 55	.129	41,708 84	6 69	.033
Evening Schools . . .	8,600 00	199	43 21	197	.219	6,900 00	34 67	.176	1,700 00	8 54	.043
Day Schools	236,311 19	6,856	34 46	197	.175	190,394 93	27 77	.141	45,916 26	6 69	.034
Day & Evening Schools.	244,911 19	7,055	34 70	197	.214	197,294 93	27 96	.142	47,616 26	6 74	.034

The amount expended for real estate, furniture and permanent improvements was $53,497.60.

Insurance.

The following table shows the amount of insurance placed on each school building in the city, with the rate, premium and date of expiration of the same. In the column of totals, is found the aggregate amount of insurance on all the school buildings of the city, the whole premium paid, and the total amounts of insurance expiring in 1893, 1894, 1895 and 1896.

School.	Tme. yrs	Amount Insured.	Rate.	Premium.	Expires 1893.	Expires 1894.	Expires 1895.	Expires 1896.
Clawson	3	$ 21,500	2.50	$ 537 50		$ 1,500	$ 18,000	$ 2,000
Cole	3	23,195	2.70	626 27				23,195
Durant..................	3	26,288	2.70	709 75	$ 500	2,000	3,100	20,688
Franklin	3	20,240	2.50	506 00			11,040	9,200
Garfield.............	3	12,750	2.50	318 75		9,000	3,000	750
Grant	3	5500	2.50	137 50		5,500		
Grove Street......	3	3500	2.50	87 50				3,500
Harrison............	3	3800	2.50	95 00			3.800	
High	3	28,550	2.50	713 75	600	250	13,700	14,000
Lafayette	3	9600	2.50	24 00			9,600	
Lincoln...............	3	17,500	2.70	472 50		2,500	15,000	
Prescott	3	29,950	2.50	748 75			8,800	21,150
Tompkins	3	13,150	2.50	328 75			12,250	900
Observatory........	3	11,500	2.00	230 00			9,500	2,000
Totals		$227,023		$5752 02	$1100	$20,750	$107,790	$97.383

Interesting Percentages.

Of the 318 pupils graduated from the Grammar School during the past year, 241, or 76 per cent entered the High School.

Of the 120 pupils graduated from the High School during the past year 70, or 58.3 per cent entered some higher school of learning.

Of the 1336 pupils who entered the schools nine years ago, 318 pupils, or 25 per cent graduated from the Grammar Schools.

From this we find that 19 per cent of the pupils who enter our schools enter the High School.

Of the money expended, 66.5 per cent was for salaries, 17.4 for real estate, permanent improvements and furniture, and 16.1 per cent for other expenses.

J. W. McCLYMONDS,

City Superintendent of Schools and Secretary of the Board of Education.

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